

This learning material was produced by the Project Management Unit of the Namibia Training Authority, operating under the auspices of the Ministry of Education, Government of the Republic of Namibia.

Developed, published, printed and distributed by:



Namibia Training Authority.  
Rand Street, Khomasdal  
Windhoek  
Namibia  
Tel. +264 61 279550  
Fax. + 264 61 279551  
E-mail: info@nta.com.na  
Website: www.nta.com.na

© 2006 Namibia Training Authority.

## ICT Integration for Educators

# OPERATE ICT APPLICATIONS IN AN EDUCATION CONTEXT

This work is Namibia Training Authority copyright. It may be reproduced in whole or part for study and training purposes, subject to the inclusion of an acknowledgement of the source and provided it is not being used for commercial sale or use. Reproduction for purposes other than those indicated above requires the written permission of the Project Management Unit of the Namibia Training Authority.

The views expressed in this manual do not necessarily represent the views of the Ministry of Education, nor those of the Government of the Republic of Namibia.

Design and layout by Namibia Training Authority.

ISBN: *[DTP to insert nr.]*

**Acknowledgement:** The NTA gratefully acknowledges all the hard work and the support of NIED, Unam, Polytechnic, Microsoft, Schoolnet, GESCI and the ICT Steering Committee for the information provided for this training manual as well as associated materials. The NTA also gratefully acknowledges the support of Australian Training Products (Pty) Ltd and the Australian Department of Education, Science and Technology for granting permission to reproduce selected text and diagrams from its manuals.

August 2006



# Contents

<b>Prologue</b> .....	5
<b>Introduction</b> .....	6
<b>Section 1 : Use audio/visual hardware and software</b>	
Introduction .....	10
Types of audio/visual hardware and software .....	11
Advantages of using a presentation tool .....	14
Create overhead projector presentation .....	15
Off-air video and sound recording .....	22
Live video and sound recording .....	25
Create print based support materials .....	29
Save, store and retrieve audio/visual materials .....	30
Plan and deliver a presentation using audio/visual materials .....	33
Check your progress 1 .....	36
Practical activity 1 .....	40
Summary .....	41
<b>Section 2 : Create and use ICT presentation applications</b>	
Introduction .....	44
Understanding ICT presentation applications .....	45
Reasons for using ICT presentation applications .....	46
Create an ICT presentation .....	48
Deliver an ICT presentation .....	71
Check your progress 2 .....	74
Practical activity 2 .....	77
Summary .....	78
<b>Section 3 : Identify and access educational software</b>	
Introduction .....	80
What is educational software? .....	81
Types of software .....	82
Evaluate educational software .....	84

Launch and navigate software .....	91
Extract information from educational software .....	97
Check your progress 3 .....	100
Practical activity 3 .....	103
Summary .....	104

#### **Section 4 : Use learning management systems**

Introduction .....	106
What is learning management systems? .....	107
Purpose of learning management systems .....	108
Operate a learning management system .....	109
Course and types of content .....	111
Communication features .....	113
Check your progress 4 .....	117
Practical activity 4 .....	120
Summary .....	121

#### **Section 5 : Use word processing and spreadsheets to support teaching and learning**

Introduction .....	124
Reasons for using word-processing and spreadsheet applications .....	125
Outputs that support teaching and learning .....	127
Word processing application features .....	144
Spreadsheet application features and functions .....	152
Check your progress 5 .....	159
Practical activity 5 .....	163
Summary .....	166

<b>List of figures</b> .....	167
------------------------------	-----

<b>List of tables</b> .....	168
-----------------------------	-----

<b>Glossary</b> .....	169
-----------------------	-----

<b>Answers to Check your progress</b> .....	170
---	-----

<b>Bibliography</b> .....	182
---------------------------	-----

# Prologue

Integrating information and communication technologies (ICTs) across the education sector is a complicated process. After learning many lessons from pilot ICTs in education projects and reviewing local and international experiences, the Namibian Ministry of Education (MOE) worked with partners across the education sector to develop the *ICT Policy for Education* in 2005 and the corresponding Implementation Plan in 2006.

These **ICT Integration for Educators** training manuals have been developed in response to the expectations in this Implementation Plan. They aim to address the changing roles that educators are experiencing to better meet the needs of the information society in which we live. In order to guide learners to translate information into knowledge, educators need to be equipped with many skills that surround the uses and applications of ICTs. To effectively use ICTs in education, educators need to consider all areas of their professional roles. ICT literacy skills are needed to operate a variety of applications and equipment. Also, educators need to be able to apply these skills in designing lessons, assessments and evaluations; engaging in continuous professional development; and using ICTs to support inclusion of all learners in teaching and learning. In all these areas, educators also need to meet the social, legal and ethical requirements of using ICTs in education.

ICTs can be used to enhance teaching and learning and will allow an educator to move from a more traditional educational setting to a role of facilitation and guidance. As educators acquire new skills, classroom practices will also experience change. These manuals will help educators prepare for the challenges ahead. Using ICTs to enhance teaching and learning fits well with Namibia's learner-centred philosophy and its basis in constructivism. With the learner participating in the learning process, ICTs can help learners take control of constructing their understanding, acquiring new skills and allow them to respond to their own learning styles. ICTs allow better communication, collaboration, information access and creative expression of ideas.

Integrating ICTs in teaching and learning allows the educator to shift the pedagogical approach towards a balance between teacher-led and learner-centred collaborative problem solving and critical thinking.

# Introduction

## **Welcome to the training manual *Operate ICT applications in an education context*.**

The purpose of this manual is to give you the knowledge and skills to use ICT presentation tools, educational software, learning management systems, word processing and spreadsheet applications in an education context.

## **What is in this manual?**

This training manual is divided into 5 sections:

- Section 1     Use audio/visual hardware and software
- Section 2     Create and use ICT presentation applications
- Section 3     Identify and access educational software
- Section 4     Use learning management systems
- Section 5     Use word processing and spreadsheets to support teaching and learning

Each section starts with an introduction and explains the skills you will learn. At the end of the section you will have an opportunity to check your progress by answering some questions.

## **Skills you will learn:**

After you have completed this manual, you will be able to:

- outline the procedures for using audio/visual hardware and software
- apply the procedures for creating and using ICT presentation applications
- apply the procedures for identifying and accessing educational software
- outline procedures for using learning management systems
- apply the procedures for using word processing and spreadsheets to support teaching and learning.

## How to use this manual

Work through the manual from the beginning. You know that it is divided into 5 sections. It is a good idea to complete a whole section in one go if you can. At the beginning of the section you will find a list of *skills you will learn*. Read these carefully and return to them when you have completed your work. It is important that you do not move on until you have learned all the required skills.

Read each section carefully. You may come across new words which you do not know. These should be explained in the *glossary* at the end of the manual. You will learn many new technical terms as you progress through this manual and it is important that you learn them all well

At the end of each section, you will find an opportunity to '*Check your progress*'. These questions have been carefully designed to help you to see how well you have understood and learned the topic. The answers are given at the end of the manual. You can choose to look at the answers before trying to complete the question yourself, if you want to. But the only person you will be cheating is yourself. No-one will take in your manual and mark it for you. You yourself must judge how well you are doing.

You may also find some practical activities. You will need to collect the required equipment and carry out these activities. Your instructor or supervisor will assist you.

At the end of each section, you will find a *Summary*. Again, you should read it carefully to review what you have learned. It is a good idea to check the *Skills you will learn* at the start of the section again and make sure you have achieved them all. If not, you may need to revise the section again.

## What these symbols mean

Symbols are placed in the left hand margin to draw attention to the type of information at that point. The symbols used in this manual are:



Read



*Demonstrate/discuss* - at times your instructor will demonstrate / discuss the use of equipment.



*Check your progress* - these are easy exercises to test your understanding of the theory you have learnt. Typical correct answers are provided at the back of the manual.



*Practical activity* - these activities help you to practise some of the theory you have learnt.



*Learning activity* - these activities help you to relate the knowledge and skills in the sections to your own work situation.



*Remember/Take Note*



*Revise*



*Safety/Caution/Beware*

# SECTION

# 1

## Use audio/visual hardware and software

# Introduction

In this section of the training manual you will learn how to use audio/visual hardware and software in an education context.

It includes the different types of audio/visual hardware and software, the advantages of using audio/visual presentations in an education context and how to plan and deliver a presentation using audio/visual materials.

## Skills you will learn

By the end of this section, you will be able to:

- identify the different types of audio/visual hardware and software used in an education context
- explain the advantages of using audio/visual presentations in an education context
- identify and apply the procedures for creating an overhead projector presentation
- identify and apply the procedures for taking an off-air audio or video recording
- identify and apply the procedures for taking a live audio or video recording
- identify and apply the procedures for creating print based support materials for use in conjunction with audio visual materials
- identify and apply the procedures for saving, storing and retrieving audio/visual materials
- identify and apply the procedures for planning and delivering a presentation to relevant stakeholder(s) using audio/visual materials,

# Types of audio/visual hardware and software



List all the types of audio/visual hardware and software that you use with your learners currently. Is there anything that is available to you that you have not yet tried?

There are many types of audiovisual hardware and software available for educators to use in the classroom to convey the concepts, principles and information regarding various subject areas. Using audio or visual materials can help you get difficult concepts across to learners, in a way that text alone often cannot. Audio and visual materials can also help reach all learners, whatever their particular learning needs and styles are.

The various types of audio/visual hardware and software can be divided into active and passive teaching and learning tools. They are:

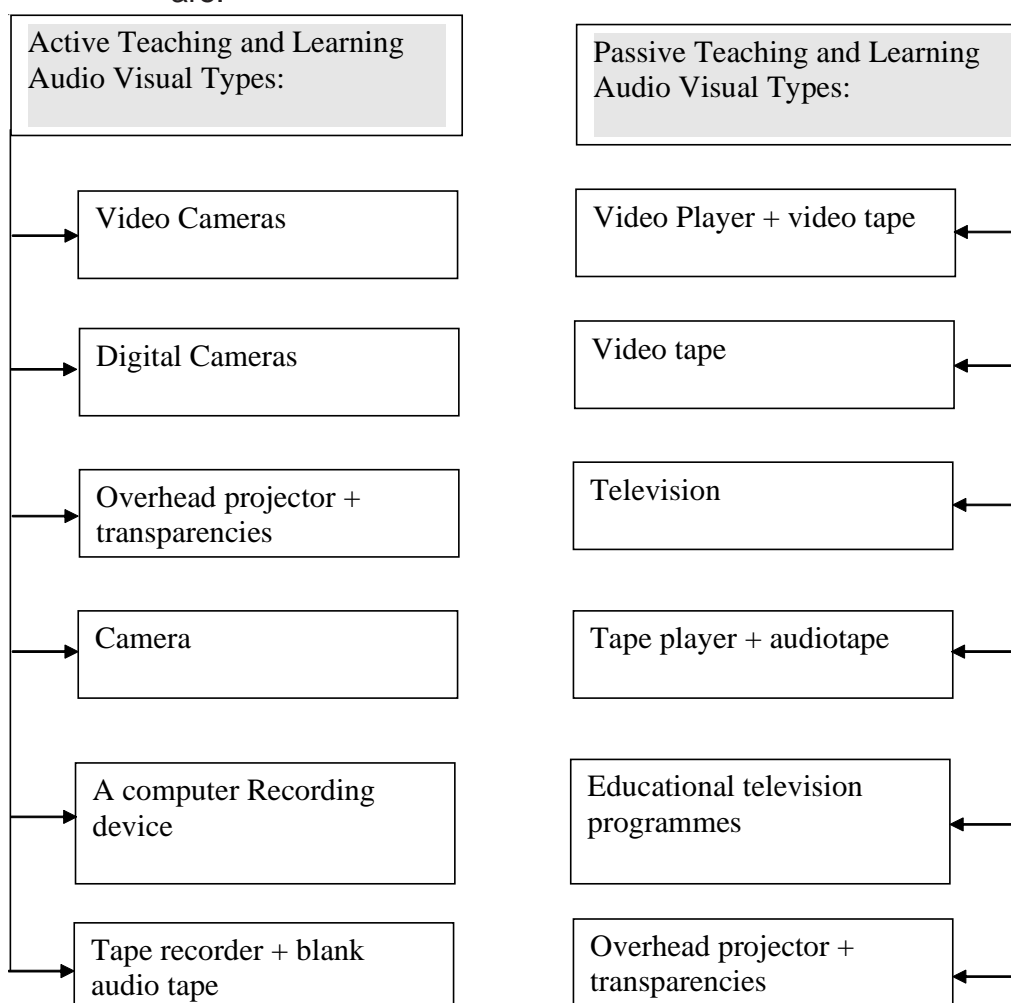


Figure 1: Passive and active audiovisual teaching and learning tools.



Why do overhead projectors and transparencies figure in both the active and passive columns? How can you use them in different ways?

As you will see, some tools can be used both as active and passive teaching tools. For example, as an educator you can use transparencies as part of your presentation when learners will be passively listening to you, or you can have the learners create transparencies themselves and present with them. Both have a place in teaching and learning.

Once you are familiar with the various types of audio/visuals that are available to you for teaching and learning it is important to learn how they work and how you can use them as presentation tools.

### **Video player (used with videotapes)**

- Video technology, just like television, can effectively show moving images and, as such, is useful if you want to show procedures in motion. Operations, such as science experiments in which sequential movements are critical, can be shown more effectively by means of this media.
- Video allows learners to observe phenomena that might be dangerous or are difficult for the learner to perceive, such as these eclipses of the sun or moon or the eruption of a volcano.
- Learners can also replay the video to help them master a basic competency or complete an activity.

### **Television and television programmes**

Television brings actual world events into the classroom as they happen. You can have the learners watch an historical event as it happens such as the announcement of the results of our independence election in 1990, the release of Nelson Mandela from prison) and these live events are shared with viewers across large geographical areas.

When learners watch educational programmes via satellite broadcasting, a large number of learners are reached at a very low cost per learner.

### **Audio/Video tape recorder and audio/videotapes**

Learners and educators can record their own information for the classroom on tapes. This is very easy and economical. When the information becomes outdated, you can make a new recording of educational material to use in the classroom.

There is a familiarity about using audiotapes and audiotape players/recorders, as they have been used in classrooms for many years and learners are usually familiar with them from use at home.

Learners with special needs and/or learning difficulties can easily use the audiotape and videotape to improve their reading as they follow the spoken word on the tape and the text in front of them.

Audio can also provide a stimulating alternative to reading and listening to the teacher and information can be presented in a very dramatic way with music.

The best advantage of audio player/recorder and audiotapes is that it is very portable. It can even be used in a very rural setting with no electricity, as long as the audio tape recorder can use battery or solar power.

### **Overhead projector and transparencies**

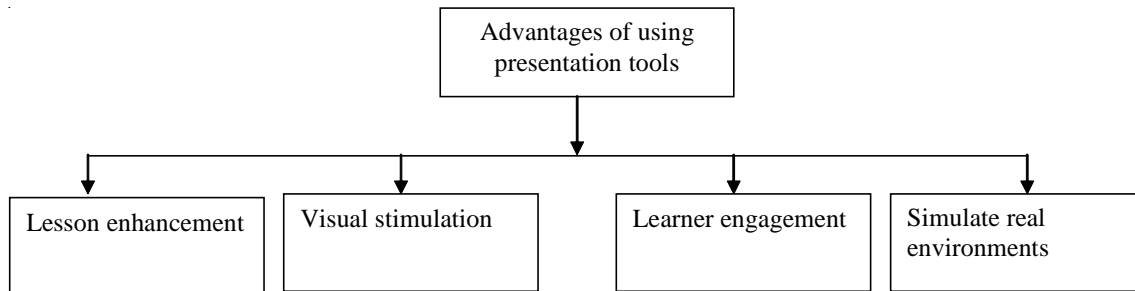
The overhead projector is known for its versatility and easy use with transparencies, as you can:

- use it with normal classroom lighting. Although the best quality OHT presentation will be with a darkened room (i.e. by closing curtains), it does not require specialist lighting
- remain in the front of the class facing the learners and making eye-contact
- point to important facts or items or can highlight these items with coloured pens or special markings on the transparency
- cover parts of the instructions and reveal it progressively, as a step-by-step procedure.

Transparencies can be prepared ahead of time and you can reuse them for future classes. Learners can also prepare their own transparencies and use them for presenting their work.

# Advantages of using a presentation tool

A presentation tool is any device that assists in helping your audience understand the content for learning. There are mainly four advantages of using a presentation tool. They are shown in figure 2 below:



*Figure 2: Advantages of using presentation tools*

**Lesson enhancement:** Using a presentation tool enhances your lesson because it adds another dimension to the learning environment.

**Visual Stimulation:** Learners are presented with visual stimuli to help them interpret meaning.

**Learner engagement:** Learners actively think and respond in a learning environment according to their own levels of understanding and providing visual materials can be very motivating for learners.

**Simulate Real Environments:** Presentation tools can be used to simulate processes and environments in any subject area. Learners are visually stimulated and form understanding, when they can visualise the processes and see the link to real situations.

# Create overhead projector presentations

## Creating transparencies

When creating overhead transparencies (OHTs), there are different effects that you could use:

1. writing (computer printing or hand writing)
2. placing a solid object on the overhead transparency (to create a silhouette)
3. Placing a shallow transparent dish of liquid on the stage (to create an interesting light effect)

## Types of OHT

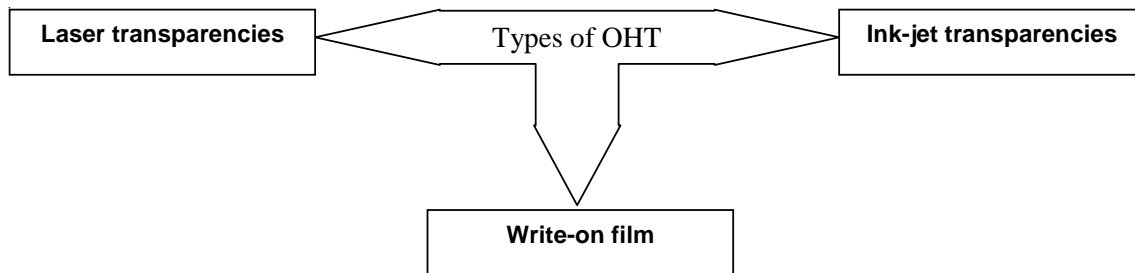


Figure 3: Types of OHT

### **Write-on film**

These transparencies are the old-fashioned 'acetate'. You can also write on the other kinds, but you cannot do anything but write or draw on this kind. In particular, **never** try to put it through a photocopier or a laser printer: it will melt. Nowadays, acetates are mainly used when learners or educators need to prepare OHTs in class. A write-on film has advantages over a flip-chart because it is easier to take away and type up, but also because only one report is shown at once. It cannot readily be used for comparisons between reports, or for overlays on printed OHTs.

### **Laser transparencies**

These transparencies can also be used for photocopying. These are thicker and heat-resistant, and often come with a backing sheet. Printing on them generates large amounts of static. Make sure you tune your printer-driver to give the best quality possible. When highly magnified, grey-scale may be poor quality. These transparencies are used for black/white printing only.

### ***Ink-jet transparencies***

These OHT are still the most expensive but the best for colour. One side of this transparency has a slightly “gritty” covering: that is the side which will take the ink, so make sure it faces the right way up. They can take a long time (15 mins +) to dry, and a fast printer may deposit a new sheet on top of one, which is still tacky, often with unfortunate results. Take each transparency out of the printer as soon as it is printed and put it somewhere safe to dry.



Do not try to put this kind of transparency through a photocopier or laser printer.



Note that using a template from a computer package, which gives you a tinted background, will greatly increase the printing time, and usage of ink.

Again, explore the printer-driver options for best quality: most printers allow you to specify that you are using transparencies.

Most ink-jet printers allow you to print the content reversed left to right. If you use that option, the image will be on the back of the transparency when projected properly. That means you can annotate it with water-based pens on the front as you are using it, and then wipe the notes off and re-use it.

### ***Pen and Print***

Pens for write-on film come in two kinds: permanent and water-based. Water-based marks can be washed off laser transparencies for re-use, but not off ink-jet transparencies.

Make sure that your handwriting is clear and easily readable and that images or graphics are of good quality. If you print onto a transparency, make sure your original is well-laid out and all the black and white images show a good contrast.

### General Tips

- **Leave a margin** on all four sides of the text.
- **Use large letters/characters.** If you use word processing software, use bold type, 28 point or larger. Please note that the projected image is distorted in such a way that the upper part of each page is considerably larger than the lower part. To balance the image, make the characters on the bottom of the sheet larger and farther apart than those at the top.
- **Use no more than 12 lines per sheet:** leave space between lines.
- **Limit each transparency to one topic.** Complicated problems may, however, be simplified in presentation by the use of overlays, which consist of several acetate sheets. A complex image can be built up from simple components added to the picture, one at a time, by turning the pages. This type of presentation can be very effective but needs careful preparation.



Use the guidelines above and create a transparency for a class you will teach in the near future. Use only black, blue, green or red overhead projector pens. Do not use pink, yellow, orange or any pastel colours.

### Designing OHTs (with PowerPoint™) presentations

1. Think of your OHTs as a linear sequence, rather than as “one-offs”. Do not try to cram too much on each one.
2. Keep simple.
3. If at all possible, use a presentation package such as Microsoft PowerPoint, or OpenOffice Presentations to prepare them.

If you use a word-processor:

Use landscape rather than portrait format, with wide left and right margins (12 pica, 5cm, 2 inch). This stops the line getting too long, and also ensures that the border of the OHP stage do not cut off the edges of your OHT. Landscape rather than portrait makes it less likely that you will try to cram too much in.

Use a large font size of (28pt if possible, but a minimum of 18pt): this is recommended for legibility. Software packages may encourage large sizes by default.

4. Use both UPPER and lower case for your text: this shows the shape of the word more clearly and greatly enhances legibility.
5. One topic and three or four points per OHT is generally enough—certainly no more than six.
6. Use bullet points and paragraph spacing to distinguish the points: all packages encourage you to use a hierarchy of bullet points to show the relative importance of the topics
7. You can also use bold face and larger sizes or both (and colour) to emphasise key words or phrases. Do not use underlining - it interferes with the shape of the word.
8. Be selective about what you emphasise - too many competing emphases become confusing. Putting everything in bold does not help legibility.
9. Use graphics if possible, such as, diagrams, charts, and the occasional scanned picture. All software packages have simple but adequate drawing tools, so you can create your own simple graphics easily.
10. If you use pictures, use simple outlined drawings where possible. This makes changing the size easier and they will remain accurate.

*THIS IS WRITTEN AL IN  
UPPER CASE OR CAPITALS IT  
IS DELIBERATELY IN A  
SMALL FONT TO SHOW AN  
EFFECT SIMILAR TO THAT  
OF VIEWING A SCREEN  
FROM A DISTANCE.*



Photographs and other figurative pictures are 'bitmaps', made up of pixel dots, which get chunkier if you enlarge them, or run into each other if you reduce them: unfortunately, all but the most sophisticated Web graphics at the time of writing are bitmaps.

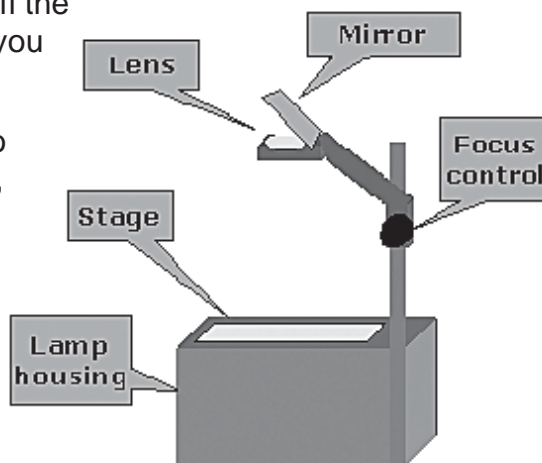
11. Use mind-mapping if possible to give an overview of your presentation. You can keep returning to the mind-map OHT to help learners keep track of what has been covered. You can also give it to them as a handout to help them to structure their own notes.
12. Do not photocopy blocks of text from a book onto an OHT. If you need direct quotations, scan them and use an Optical Character Recognition (OCR) program to convert them to text so you can format them properly.

## Operate Projector

The OHP is a simple machine: it has a lamp in the base (although there are portable versions which project a lamp downwards from the lens housing onto a reflective stage), usually cooled by a fan. The lamp may have high and low settings, and a “fringing” control to position it centrally. Some machines have a device to change bulbs if one blows. There will be a cut-out system which switches off the power automatically if you open the base.

The light is distributed to illuminate the stage evenly, and then focused by a lens and mirror arrangement (often enclosed), onto the screen.

The focus knob moves the lens assembly up and down a column.



**This is called “keystoning”, and happens when the screen is not at 90° to the projector beam. To deal with it, angle the screen outwards at the top.**

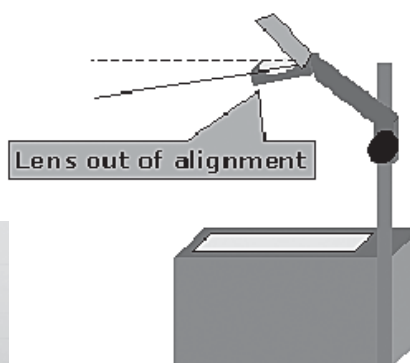
**Beware—it can severely distort graphics and charts**

The OHP needs to be square to the screen: otherwise the image will be distorted.

Note, too, that the reflectivity of screens may fall off rapidly as the viewer moves to the side. Providing a good view means paying attention to seating arrangements. (Try and arrange learners at the beginning of a class as having people move to be able to see in the middle of the session is unnecessarily disrupting)

**If your screen looks like this—out of focus at either the top or the bottom—it is because the lens is out of alignment. This is less likely to happen with modern machines**

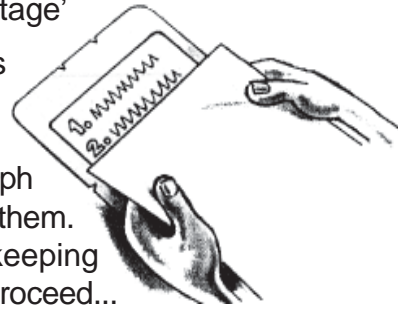
**If your screen looks like this—with yellow or blue edges—it is because the lamp is out of alignment. Many machines have a slide or knob to adjust this, on the front of the lamp housing**



### To operate an OHP, you need to:

1. Place your transparency on the 'stage'

A popular technique for using OHTs is that of the "reveal". You start with the OHT concealed by a piece of paper, which you withdraw paragraph or point by point, as you talk about them. It does have the advantage of keeping previous points on screen as you proceed...



2. Another option is to build up a sequence of slides, in which the earlier points have been de-emphasised by making them smaller, or greying them out, so that they do not compete with the current point.
3. Switch the machine on.
4. Adjust the mirror if necessary (see on previous page).
5. Adjust the focus control in necessary.
6. For longer lamp life:
  - Turn off machine and let cool - if necessary, open compartment.
  - *Installation:* Hold lamp with clean cloth. Wipe off fingerprints before turning on the projector.
  - Do not use a scratched lamp.
  - Do not twist lamp. Pull the old lamp from socket, and push in new lamp.
  - Socket condition affects lamp life: replace the socket if it is deteriorated.
  - If available, use low or dim setting to conserve lamp life.

### When to use the OHP

Overhead projectors are very useful in educational situations because they are reliable, familiar, easy to operate, they do not require a completely darkened room and you can keep good eye contact with the learners.

The OHP is most suitable in situations where **the presentation is informal**. This includes most teaching situations and some conference presentations.

One advantage the OHP has over all other presentation media, is that **it offers genuine random access** - quickly, accurately and without technological assistance. It is often the preferred medium for teachers who are familiar with their visual materials, prepare and label them carefully and want to respond on-the-spot to questions which arise during lectures.

### ***Inappropriate uses of the OHP***

When you need to project an image **in full colour** the OHP can be used, but it is expensive to produce full colour photographic transparencies. It is better to use the 35mm slide projector which is designed to project photographic images.

An OHP should not be used for projecting rough **hand-written notes or photocopied excerpts** from text books, papers and journals. This is poor practice because it cannot be read at the same time teacher or presenter is speaking at the same time.



It is not possible to read a quantity of projected words, listen to what the lecturer is saying, make sense of both, create a summary and takes notes - simultaneously

### **Save, Store and Retrieve Transparencies**

**Save:** As with all materials, lesson plans and other technological aids, you need to save your work and back it up, where possible.

**Store:** With everything you save, you should name it or label it properly and store in a safe place for future use. Transparencies should be separated from each other by a piece of paper, so that they do not stick together.



Always back up any work or files that you have created on the computer. There is nothing worse than losing all your hard work when a device becomes corrupt or a computer crashes.



Make sure you make a note of where you save and store your work, so you can easily retrieve it at a later date.

## Off-air video and sound recording

You may want to record audio and visual materials for your learners from a television or radio programme outside of its transmission time. Or you might want to record excerpts from an existing video, without moving from one scene to another in front of the learners. This will enable you to edit your clip for your teaching and learning activity. In these cases, you will need to make 'off-air sound and video recordings'.

### Identify source material

**Video:** Many schools subscribe to DSTV, a valuable resource. When reviewing the monthly television guide for possible programmes on specific subject topics, you can schedule your timeslot for recording the educational video. Programmes are often scheduled to show more than once (at various time slots) during the month.

The public library is another source to get educational videos. Nowadays many of the video shops keep a tiny section on educational related videos. On the Internet you can search and order videos for your school.

**Audio:** The Namibian Broadcasting Cooperation (NBC) and other radio stations have many interesting and relevant programmes being broadcast over the radio. Check the radio broadcasting schedules in the Newspapers or on the internet or best when listening to the radio stations.

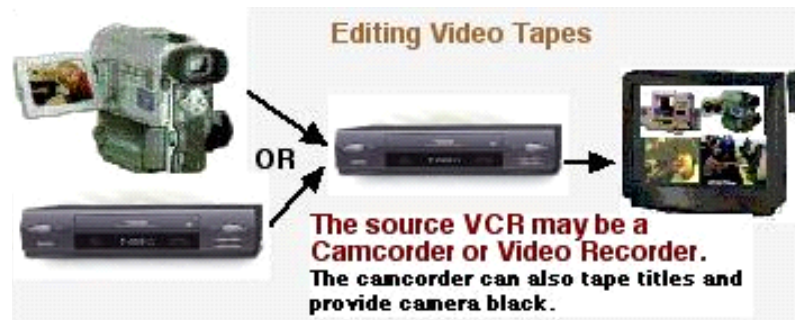
### Identify recording equipment

**Video:** To make an off-air educational video you will need two video recorders/players and a television. The video recorder input and output cables must be correctly connected.



If you make your own educational video, you can play it through the video recorder to the television.

**Audio:** You will need a machine that has two audio tape decks (for example, a popular choice for classroom, small hall, outdoor use is the music centre. These provide portability and sufficient volume for most situations). The high speed tape dubbing facility is what you will need to record from an 'off-air' recording.



## Identify blank audio/video tapes

It is always best to label your audio/video tape recording clearly. The best way to tell is generally to **replay** the audio/video tape.

## Record an audio/visual clip

### Video:

- You will need to play the video in one machine and place your blank video cassette in the other machine.
- Once you have rewound both video cassettes, you will need to press 'play' on the machine containing the content video cassette while at the same time pressing 'record' (or 'play' and 'record') on the machine containing the blank video cassette.

### Audio:

- You will need to put your content audio cassette in one tape deck and place your blank audio cassette in the other tape deck.
- Or you will need to tune the radio and place the blank audio cassette in the tape deck
- Rewind the audio cassette(s)
- Press 'play' on the one machine containing the content audio cassette while at the same time pressing 'play' and 'record' on the machine with the blank audio cassette
- If recording from the radio, you will just need to press record on the tape deck when the radio programme is about to start.

## Save, store, backup, retrieve clip

### Save:

As with all materials, lesson plans and other technological aids, you need to save your work and back it up, where possible.

With everything you save, you should name it or label it properly and store in a safe place for future use.

**Store:**

- Always keep your valuable audiotapes in the plastic containers and away from heat, moisture and magnetic fields.
- Always take up any 'slack' in an audiotape prior to putting it into a cassette recorder. This will minimize the risk of the tape getting tangled.
- Always clean the **Erase and Recording/Play Heads** on a regular basis. 'Dirt' can easily build up on these heads and will often result in very poor recording and playback sound.
- Use a cotton bud and a little menthylated spirits to make a thorough job of cleaning your tape heads.
- Other items that will also benefit from regular cleaning are the Pinch Roller and Capstan which can be seen in the bottom right of this picture. If these items are dirty often playback speed will suffer or your tape may be damaged.



You will need to make a note of where you save or store your materials so you can easily find them again. It is a good idea to create a small database such as on a spreadsheet, listing what you have available and where you have stored it.

# Live video and sound recording

You may want to record audio-visual materials for your learners at the time that it is being transmitted or the scene is taking place. You will then need to make a live video recording.

## Identify source material:

### Video:

Once you have decided on the topic that you want to record (based on the curriculum and theme), you need to start planning the scenes and background shots. If possible, use an environment with which the learners can identify.

Plan the series of shots. Think about:

- the opening shot
- how to use wide angle shot
- the role close ups will play
- how you will move the camera (pan/tilt),
- how long will you shoot for.

Run these points through your mind when you are planning and try to visualise the recording.

### Audio:

You will need to plan and prepare before making a live audio recording. If you are recording a real-life situation, you will need to consider what background noises could be distracting. If you are going to record learners presenting a play or a speech, they will need time to prepare. If you are recording from the radio, you will need to make sure what time your programme is on.

- Bring an extra battery and tape and the power cords if possible
- Check to be sure you are taping. Normally a red light will go on to indicate to you that the tape recorder is recording.
- Experiment and be creative.

In table 1 on the next page are a few sound effects you can use when you do an audio recording. These sound effects can make the audio presentation interesting.

### The Wonderful World of Sound Effects

<b>Boiling water</b>	- blow gently into a glass of water with a straw.
<b>Something falling into water</b>	- fill a bucket with water and immerse a large tin can into the bucket until it is full. Keep tin under water and turn upside down so that bottom is facing upward. Pull the inverted tin sharply out of water.
<b>Crash</b>	- place bottle tops and small tins in an old roasting dish. Firmly hold dish and shake vigorously.
<b>Telephone voice</b>	- hold tumbler at one end of mouth. Talk across the end and partially into it.
<b>Fire</b>	- screw up pieces of cellophane near the microphone. Crushing some polystyrene produces the effect of a burning building.
<b>Waves and surf</b>	- tilt some metal balls in a cardboard box, allowing the shot to roll around.
<b>Walking in mud</b>	- soak crumpled newspaper in a bucket. Push and pull hands in and out of wet newspaper.
<b>Breaking door</b>	- crush a (small fruitbasket) punnet near the microphone.
<b>Horses' hoots</b>	- patting thighs or chest with a galloping rhythm.
<b>Car brakes</b>	- inflate a rubber balloon and pull fingers slowly but firmly over the surface.
<b>Motor</b>	- pour dried beans or peas on board or cake tin. Use a funnel to assure constant rhythm
<b>Man running</b>	- pounding chest with clenched fists. if you can make use of an "open-reel" recorder with different speed settings, many more possibilities open up (e.g.: gunshots, "Chipmunk" - style renditions).
<b>Rain</b>	- rice dropped on board or tin.

*Table 1: Sound effects for audio recording for educational use.*

### Check time of transmission

If you are making a live recording from television or radio, make 100% sure of the time it will be broadcast and prepare the video machine/tape recorder for the time. It is always best to have the machine start a few minutes before the actual programme is aired and allow for a few minutes after, as live broadcasting can be unpredictable.

### Identify recording equipment

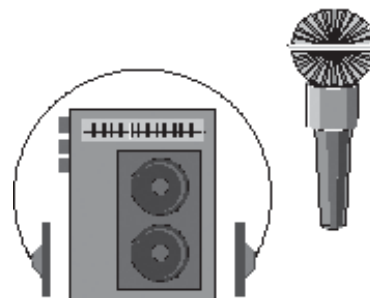
**Video:** Any live recording requires a television set, which is switched on at the time of the transmission and a videomachine connected to the television. Always test the video to make sure it has not been used before and that you might be taping over existing material.

Also test the video machine beforehand, by taping something short on television and then replaying it. Once you are sure that it works, you can always tape over the test material.

You will need a video camera and a blank cassette, or a digital video camera with a memory card or disc inserted if you are going to record a live video yourself.

**Audio:** In order to make an audio recording you need a good microphone and a radio-cassette player/recorder. The average cassette recorder has a fairly low output in terms of volume. Unfortunately, when used at a level for comfortable classroom listening, distortion occurs and once again clear listening becomes difficult. This difficulty can be overcome in either of two ways.

1. Use a better quality speaker. Plug this into the monitor socket of the tape recorder.
2. Use a 'Booster' amplifier, a device which takes the tape signal and boosts it to a very comfortable level, ideal for classroom use. Because of the amplification available, little distortion is produced.



### Identify blank audio/video tape

The simplest way to find out whether a tape is used or new is to play it back in the tape recorder or video machine. Once you have recorded onto a new audio or video tape, use the labels provided and write the specific activity on the label, as well as the date when it was recorded.

### Record audio and/or visual clip

Below are a few helpful hints when making video camera recordings:

- Bring an extra battery and tape
- Turn camera off when not in use to save valuable battery energy
- Check to make sure you are taping. Often a red light will go on to indicate to you that the video recorder is recording.
- Do not cut off a person at any 'natural' body division (i.e. hands, feet, knees, eyes, nose, chin, mouth, neck)
- Watch where your subject is heading. For example: notice if he/she is not centred in the video, and provide extra space in the direction where she is looking
- Press record a few seconds before the 'action' starts and a few seconds after the action finishes

- Do not use too much zooming. This slows down the action.
- Panning is great when done properly. You might want to use a tripod.
- Experiment and be creative: provide a variety of shots
- A good sound track can make a video a very interesting learning resource.

It is possible to edit your videos using only a camcorder and videocassette recorder (VCR). This will allow you to copy the scenes that you want to another tape. You will also be able to rearrange the order of your shots in order to tell your story.

Connect the video and audio outputs of your camcorder to the audio and video inputs of your video cassette recorder. You will also need to connect a television monitor to the output of your VCR and select the auxiliary input on your VCR to view the signal from the camcorder.

## Save, store, backup, retrieve clip

**Revise:** go back to the section on off-air recording and revise the tips for saving, storing, backing-up and retrieving.



Without looking at your notes, write as many tips as you can under the following headings:

**Save:**

**Store:**

**Backup:**

**Retrieve:**

Go back and check your notes against the materials. How much did you remember?

# Create print based support materials

You should always try and make a worksheet or a handout to accompany an educational video or audio clip. This should be created using ICTs for clarity and readability. A well-designed handout helps focus the learners attention and helps them sequence the main ideas. It can also help them revise the content of your lessons at a later date.

## Review content of recording

It is important to review your video tape so that you can identify important information and design questions and/or activities surrounding the key points and main issues.



The best way to ensure that you only ask questions or create activities around relevant points is to ask another colleague to listen or watch your recording with you and take notes. Then only ask questions or make activities around the points that both of you note down. If you listen or watch a clip too many times before creating your worksheet, you may hear many details that the learners will miss if they only listen or watch once.

## Create worksheets for teaching and learning

1. Make sure you have designed the worksheet in such a way that it is clear whether the learners are to take notes and then answer questions, or whether they should answer questions on the handout. If they are to answer on the handout, make sure you have left enough space for them to write.
2. Check that the sequencing of your activities matches the sequence of the audio/visual clip
3. Do not try and cram too much onto a worksheet. Learners will have to listen, watch and write simultaneously.

# Save, store and retrieve audio/visual materials

## Save

As mentioned in previous sections, all audio/visual materials need to be saved, stored and retrieved for future use.

With everything you save, you should name it according to a system you will understand and remember and store in a safe place for future use.

If you have a system for naming and organising your files yet, you should think about starting one.



List the different ways you could save and organise your materials

You could think of saving your materials by:

- year
- class
- subject
- activity type

Here are some more detailed tips to help you preserve the life span of your materials.

## Store

Unfortunately video and audio tapes have a relatively short life expectancy, which makes them more difficult to preserve as educational material. Treating them carefully will maximise their life span.

- Store audio/videotapes upright (i.e. standing up on end like books) with all the tape wound on one reel; leaving them flat or partially wound can result in warping of the protective case or distortion of the tape.
- Keep audio/videotapes at least 7 cm away from magnetic sources and do not store them next to stereo speakers or under television sets.
- Avoid extremes or fluctuations of heat and humidity. Keep them away from heat vents or strong sunlight

## Location

Video tapes require special storage facilities in order to maintain and prolong their useful life. These materials require appropriate temperature and humidity storage conditions.

Audio tapes should be kept in cool places and out of direct sunlight which can damage the physical tape case and the magnetic strip. It is a good idea never to leave audio/visual/tapes in your vehicle.

## Causes of Damage

Videotapes may not play properly when dirty because they clog VCR heads. The base can become damaged by uneven winding from recording or playback; this results in tracking problems when the tape is played.

Sound recordings can suffer chemical, mechanical or physical damage.

The most common causes of damage are:

- improper handling
- extremes or fluctuations in heat and humidity.

Dust and debris that get trapped between the layers of wound tape or accumulate in the equipment can also result in damage, i.e. scratching and equipment contamination. Magnetic fields (from televisions, speakers, magnets, vacuum cleaners, etc.) are a problem only if they are strong and close to the tape.

## Retrieve

Once you have saved and stored your materials, make sure you handle them properly when you retrieve them:

### Handling:

- Pick up audio/videotapes by their plastic cases; do not touch the tape or allow dust to come into contact with it. Food, drink, and cigarette smoke can contaminate tapes and must be kept away.
- When playing (▶) an audio/videotape, avoid placing it on "Pause" (⏸) for long periods as this places stress on the tape. Likewise, do not shuffle between "Fast Forward" (⏩) and "Reverse" (⏪) without first stopping (■) the tape. After playing, ensure that the tape is fully wound on one reel before removing it for storage.

### Simple database/list worksheets

After naming your audiotapes and videotapes make a short list using a word processor or a spreadsheet. It is important that the list is easy to use so that you can retrieve the audio/visual material without any difficulty.

See illustration of simple database to locate stored materials below:

English class 2006: listening comprehensions				
Topic	Resource type		Stored	Date used
Non-verbal communication	video	cartoon	library	02/02/06
Reports	video	business reporting	library	03/10/06
Letter writing	video	weather report	file: office	23/03/06
Presentations	audio clip	speech:radio	file: office	16/04/06

# Plan and deliver a presentation using audio/visual materials

## Planning

Beginning to plan your lesson presentation starts with extracting the topic from the curriculum. Once you are clear on the objectives that are required to meet the standards of this topic, you can go ahead with planning the unit.

When you decide on the audio/visual medium to use It is always important to ask **how the audio/visual materials will enhance the learners' learning process.**

Each of the media listed in Table 2 below has specific characteristics that can be used in the classroom to help you plan.

Types of Audio/Visual Media	Visual	Colour	Sound	Motion
Overhead Transparencies	●	●		
Overhead projectors /Slides (connected to computer)	●	●	●	●
Video player and videos	●	●	●	●
Television (Live)	●	●	●	●
Audio tapes			●	

Table 2: Characteristics of various types of audio/visual hardware and software

## Apply presentation principles

### Using your voice

- Projection:** Speak louder than usual: throw your voice to the back of the classroom
- Articulation:** Do not swallow words. Beware of verbals “tics” like “Er” “Uhm”, “OK”, “You Know”, “Now”, etc.
- Modulations:** Vary tone and pitch: be dramatic, confidential and/or triumphant.
- Pronunciation:** Watch your accent, check difficult words, beware of mispronouncing words
- Enunciation:** Over emphasise, Accentuate syllables
- Repetition:** Repeat key phrase with different vocal emphasis
- Speed:** Use delivery speed to manipulate the audience, Fast delivery to excite and stimulate and; Slow delivery to emphasise, awe, dramatise and control.

## Mannerisms

You might not be aware of the habits that distract and irritate your learners. The only way to discover these is to ask someone to (gently) criticise your presentation delivery or to watch it on video.

*Below are some hints:*

- Do not be tempted by manual props (pens, pointers, etc.)
- Do not keep loose change in your pocket.
- Be aware of your verbal “tics” and work on eliminating them (i.e. “Er”, “Uhm”, “OK”, “You Know”, “Now”, etc.)
- Avoid closed or tensed body positions.
- Do not worry about pacing or leaning.
- Check your hair/trousers/tie/dress before standing up!



*Figure 4: Mannerism to use when presenting and responding to questions.*

## Tips for using a video in a presentation

### Before Presentations:

1. Be sure the videotape is rewind and at the starting point. Do this right after you show the film.
2. Check to make sure the playback machine and the monitor are playing properly. Check this before the session so you may replace the machine if it is not working properly.
3. Check audio level and contrast.
4. Lights should be dimmed but not turned off.

### During Presentation:

1. Explain what the purpose of the tape is before playing it.
2. Show interest in the tape and watch it enthusiastically.
3. Summarise the main points after you have shown the tape.

## **Tips for using an audio clip in a presentation**

### **Before Presentations:**

1. Be sure the tape is rewind and at its starting point.
2. Adjust the volume so all learners can hear.
3. Use a high quality recorder to prevent distortion.
4. If the recorder is portable, position it at the table level of the learners.
5. Explain the purpose of the tape and identify the speaker before playing.
6. Always carry a backup tape!

### **During Presentation:**

1. Explain what the purpose of the tape is before playing it.
2. Show interest in the tape and listen to it enthusiastically.
3. Summarise the main points after you have listened to the tape.

## **Evaluate use of audio/visual tool**

At the end of each lesson presentation, it is always useful for both you and the learners to evaluate the lesson. There are a few questions regarding the audio/visual material that are important to review:

- did the audio/visual resources enhance the instructional use for the learner's particular grade level and content area?
- did your learning activities enhance the diverse learners? Did it assist in involving your learners in learning to use audio/visual resources to find information and evaluate the authority, accuracy, currency, and relevance?
- how effective were the activities when you used audio/visual resources to access information as compared to, or combined with traditional methods in producing intended learner outcomes for all learners?

## **Modify materials/delivery strategy**

Once you have evaluated the effectiveness of the audio/visual material, it is important to modify the material or modify your delivery strategy to try and improve on areas that did not work as well as you wanted.



## CHECK YOUR PROGRESS 1

### USE AUDIO/VISUAL HARDWARE AND SOFTWARE

1. The following are types of audio/visual hardware and software that you can use in the classroom. Tick the appropriate boxes:

- Mix and put a box for each
- Video Cameras
- Transparencies
- Overhead projector
- Computer recording device
- Digital Cameras
- Television
- Cell phone
- Web blog
- Telephone
- Fax
- Memory stick
- Diskette

2. The following are reasons for using audio/visual presentations in an education context: Tick True or False:

- |                            |                          |      |                          |       |
|----------------------------|--------------------------|------|--------------------------|-------|
| Learner enhancement        | <input type="checkbox"/> | True | <input type="checkbox"/> | False |
| Visual Stimulation         | <input type="checkbox"/> | True | <input type="checkbox"/> | False |
| Educator interest          | <input type="checkbox"/> | True | <input type="checkbox"/> | False |
| Learner engagement         | <input type="checkbox"/> | True | <input type="checkbox"/> | False |
| Kinaesthetic stimulation   | <input type="checkbox"/> | True | <input type="checkbox"/> | False |
| Simulate Real Environments | <input type="checkbox"/> | True | <input type="checkbox"/> | False |
| Lesson enhancement         | <input type="checkbox"/> | True | <input type="checkbox"/> | False |



## CHECK YOUR PROGRESS 1

3. List 3 creative ways to use transparencies for use in an OHP presentation

---



---



---

4. List 3 tips for creating an OHP transparencies:

---



---



---

5. a) Put the following steps for operating the projector in the correct order:

- Adjust the mirror if necessary
- Place your transparency on the 'stage'
- Switch the machine on.
- Adjust the focus control in necessary.

- b) The following are tips for making the lamp last longer – true or false:

a. always keep the machine turned on  True  False

b. *Installation*: Hold lamp with clean cloth. Wipe off fingerprints before turning on the projector.  True  False

c. Do not use a new lamp.  True  False

d. Do not twist lamp. Pull old lamp from socket, and push in new lamp.

True  False

e. Socket condition affects lamp life: replace socket if deteriorated.

True  False

f. Use the brightest settings when possible  True  False



## CHECK YOUR PROGRESS 1

6. The following instructions are the procedures for taking video and sound recordings. Place them in the table in the correct columns and in the correct order.

*NB! Take note - some will be the same for each column*

Save, Store, back-up your recording

Plan your scenes and shots

Identify source material

Check the transmission time of your programmes

Find a blank tape

Identify your recording equipment

Record your audio or visual clip

Off –air video/sound recording	Live video/sound recording

7. What do you need to do before creating print materials for an audio/visual clip?

---



---



---



---



---



---

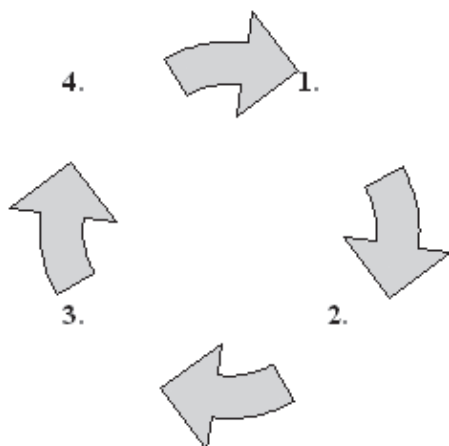


## CHECK YOUR PROGRESS 1

8. Match the tips in the left hand column to the procedures listed on the right:

Save	Put your materials into appropriate folders
	Make a database for your materials
	Put your materials in a dust-free environment
	Save your files in folders by year (eg, 2005, 2006)
Store	Pick up videotapes by their cases
	Keep videos upright
	Rewind your tapes so all the tape is on one reel
	Keep tapes in cool dry places
Retrieve	Wash your hands before handling tapes
	List where you store your materials
	Organise your files according to activity type
	Keep tapes away from magnetic sources
	Save your documents according to the class you use them with

9. Create a diagram that shows the procedure for planning and delivering a presentation using audio/visual materials:





## PRACTICAL ACTIVITY 1

### USE AUDIO/VISUAL HARDWARE AND SOFTWARE

1. Create an interview situation for your learners. Help them develop questions on a relevant topic and have them record the responses from their interviewees.
2. Have your learners present a speech or recital and record it to evaluate it with them. Some ideas are given below:
  - (a) Brief discussion on Namibia, the educational regions, the Ministry of Education - number of children, teachers, special features, a national hero, etc.
  - (b) Singing the national anthem
  - (c) Brief dramatisation of the work of an early explorer - Cook, Tasman, 'Coming of the Bushman'.
  - (d) Dramatised or spoken national legend
  - (e) Short recital by School Orchestra or Choir
  - (f) Present basic facts about an indigenous animal
  - (g) On the spot description of some school sporting event
3. Make an audio recording with your learners and have them create some sound effects suggested in the section 'Live video/sound recording'.

## Summary

Well done! You have completed Section 1 on *Use audio/visual hardware and software*.

You should now be confident that you can identify different types of audio/visual hardware and software and explain the advantages of using them in an education context. You should also be able to identify and explain the procedures for creating an OHP presentation, taking live and off-air audio and visual recordings.

In addition, you should feel able to apply the procedures for creating print based materials and handouts to accompany your audio/visual clips and be able to apply the procedure to save, back-up, store and retrieve all your materials. You should also now feel confident to plan and deliver a presentation using audio/visual materials.

If you feel confident that you have achieved the above, you can move on to the next session where you will learn how to create and use ICT presentation applications.

If you are unsure of any part, go back and revise or ask your instructor for assistance.



# Section

# 2

## **Create and use ICT presentation applications**

# Introduction

In this section of the manual you will learn how to create and use ICT presentation applications.

You will learn about the reasons for using ICT presentation applications and how to apply the procedures for planning and delivering an ICT presentation in an education context.

## Skills you will learn

By the end of this section, you will be able to:

- define the term ICT presentation application
- explain the reasons for using ICT presentation applications in teaching and learning contexts
- describe and apply the procedure for creating an ICT presentation
- describe and apply the procedure for delivering an ICT presentation to relevant stakeholder(s).

# Understanding ICT presentation applications

An ICT presentation application is a complete presentation graphics program that allows you to produce professional-looking presentations. A presentation is a page that can be seen on the computer screen as normal and, with the use of a projector, the page can be seen on the wall or on an external screen.

Using a presentation application is like delivering a slide show. One page after the other is projected. Examples of commonly used ICT presentation applications are Open Office Impress, Microsoft PowerPoint and WordPerfect Presentations.

Open Office Presentations and PowerPoint are presentation packages suitable for creating electronic presentations, plus overhead transparencies, handouts, outlines and speaker notes.

The main purpose of ICT presentation applications is to:

- show the focus of a speaker's message in key points; and
- enhance the meaning of a presentation with multimedia, i.e. text, graphics, animations and sound.

# Reasons for using ICT presentation applications

There are four main reasons for using ICT presentations application. These are:

*Figure 5: Four main reasons for using an ICT presentations application*

## **Demonstrations**

You can instruct the presentation application to create pre-designed presentations and then modify the presentation to fulfill your requirements. It is ideal to demonstrate principles or animations.

## **Modelling**

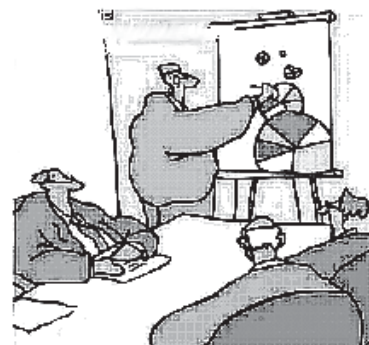
You can easily model any process with a simple animation. It might take some time for you to prepare, but it would be worth it when you see how easily your learners grasp the concept, and you can re-use it for later classes.

## **Learner engagement**

You can engage the learner by using a different medium to present information. This will help with retention and increase interest and motivation. You can build answer and feedback slides into the lesson presentation.

## **Visualisation**

In the classroom you can make your presentation more impressive by adding tables, graphs, pictures, videos and sound. Presentation graphics help people see what they hear. People tend to remember 10% of what they read, 20% of what they hear, 30% of what they see and 70% of what they see and hear.



He then drew a number of smaller pie charts behind the bigger chart. That helped to put it into perspective.

When used properly the use of presentation applications can:

- increase understanding and reduce confusion
- increase audience involvement
- reinforce key points
- make dull statistics come alive
- freshen an old message and
- give the presenter a feeling of confidence and control.

In the classroom, presentation applications can be used by:

- learners presenting their own ideas, as they learn about the topic
- educators achieving their goal of explaining a concept or introducing a small section of content and
- educators creating clear illustrations used as transparencies.

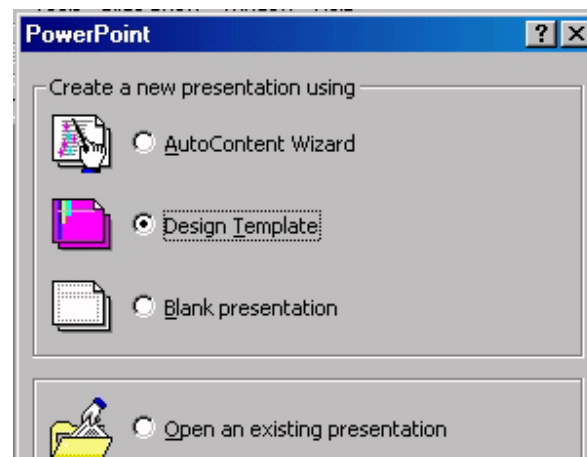
# Create an ICT presentation

There are different types of presentation applications, but not enough room to cover all of them. The two main presentation applications used in Namibia by educators are Open Office and Microsoft PowerPoint. Instructions for creating a presentation will be given for both of these applications.

## PowerPoint - Creating a Multiple slide presentation



1. From the **Start** button select **PowerPoint** or select the icon from the desktop.
2. A pop-up screen will appear. (The actual screens will depend on the version of MS Office your school is using, but they are more or less the same.)

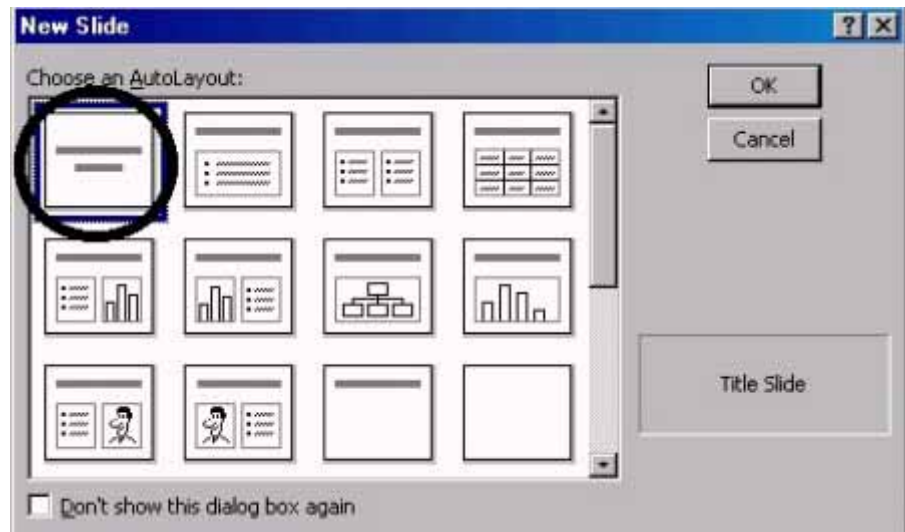


3. Select **Design Template.**

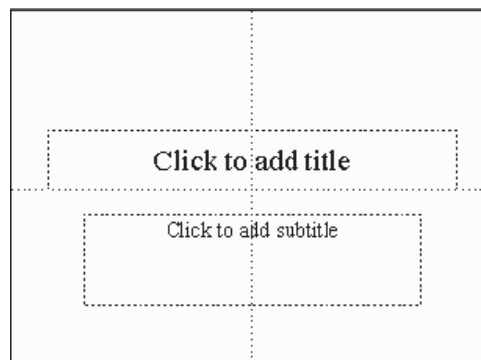


PowerPoint provides ready-made layout options for you to use. Select the first Title Slide for the title of the presentation. The other layouts can be selected when necessary.

- In the box labelled Click to add title type in the title of the presentation.



- Add a subtitle if necessary, by clicking in the block labelled Click to add subtitle.



### Insert a new slide

- From the menu bar **Insert**, insert a **New Slide**. Select a suitable layout.

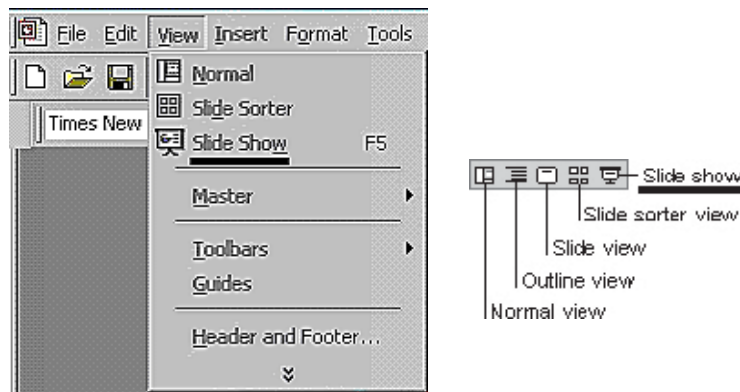


7. Save the work regularly, using a filename that describes the presentation.

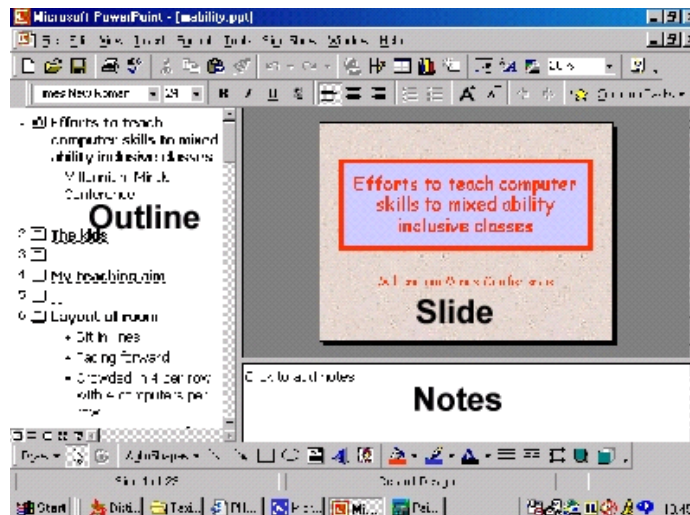
## PowerPoint - Viewing the presentation on screen in different modes

There are five ways of viewing the presentation on screen:

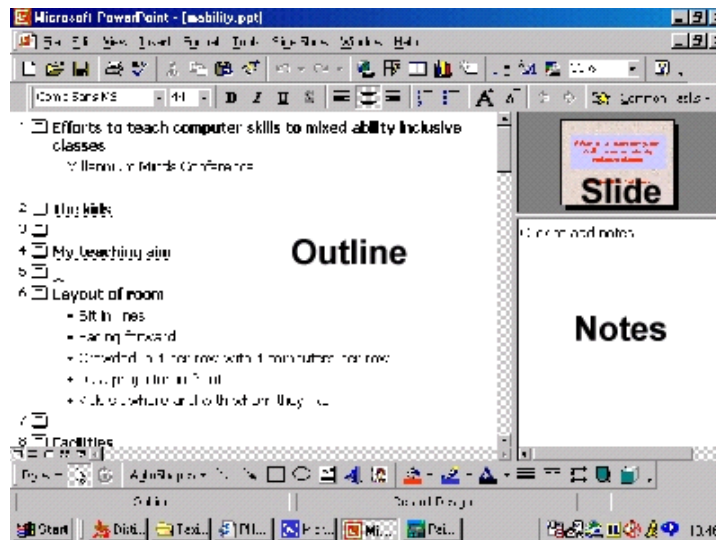
1. Slide Show view
  2. Slide view
  3. Normal view
  4. Outline view
  5. Slide Sorter view
1. In Slide Show view, you can see your slides on a full computer screen, as they will appear in your presentation. To do this:
    - Go to the **View menu**, click on Slide Show.



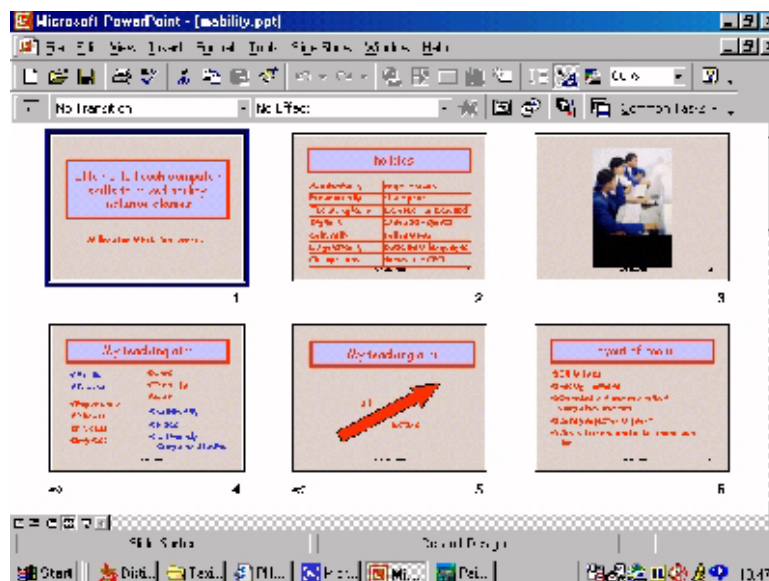
2. In the **Slide View**, you can see your text on your slide as well as the slide itself. You can add graphics, movies, and sounds, create hyperlinks, and add animations to individual slides.



3. **Normal View** contains three panes: the outline pane, the slide pane, and the notes pane. These panes let you work on all aspects of your presentation in one place. You can adjust the size of the different panes by dragging the pane borders. The notes pane lets you add your speaker notes or information you want to share with the audience.



4. In **Outline View**, you can use the outline pane to organise and develop the content of your presentation. You can type all of the text of your presentation and rearrange bullet points, paragraphs, and slides.
5. In **Slide Sorter View**, you see all the slides in your presentation on screen at the same time, displayed in miniature. This makes it easy to add, delete, and move slides, add timings, and select animated transitions for moving from slide to slide. You can also preview animations on multiple slides by selecting the slides you want to preview and then clicking “Animation Preview” on the Slide Show menu.




## PowerPoint - Move through slides in presentation

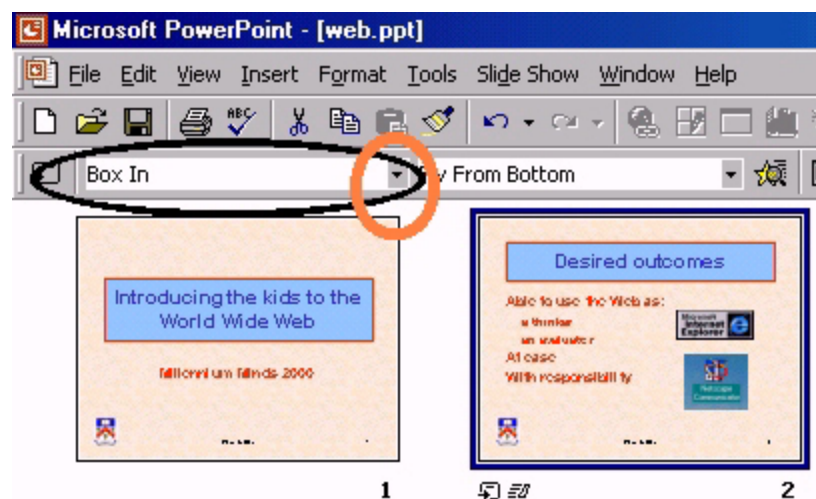
You can add movement to a PowerPoint presentation with transitions. You can also add a special effect to introduce a slide. For example, you can fade in from black or dissolve from one slide to another. You can choose the transitions you want, and you can vary the speed of each. Do not add a transition to the first slide as it should be visible before the presentation begins, to focus the audience on the forthcoming presentation.



### To insert a transition to a slide

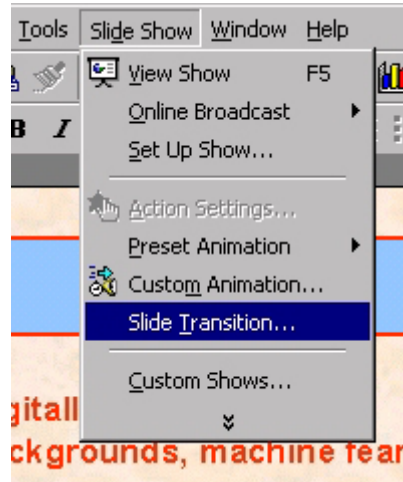
1. On the menu bar click View, then Click on Slide Sorter.
2. Select the slide or slides you want to add a transition to. To select more than one slide, press the Ctrl button on the keyboard while clicking on the slides with the mouse.

In the illustrated example the transition is between Slide 1 and Slide 2 in the Slide Sorter View. On the small down arrow , open the box to select the transition you want. Repeat the process for each slide you want to add a transition to.



Or

In the menu bar



1. Click on Slide Show then
2. Click on Slide Transition.
3. In the Effect box, click the transition you want, and then select any other options you want.

To apply the transition to the selected slide:

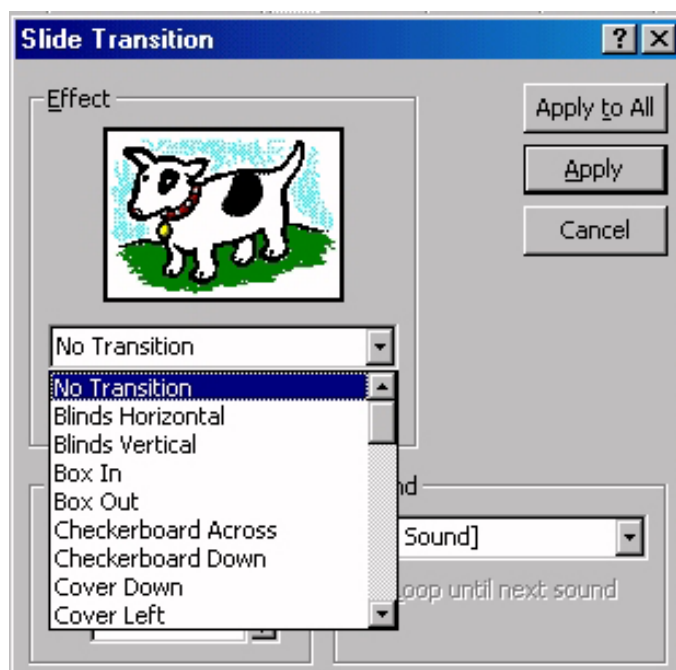
4. Click Apply.

**To apply the transition to all the slides:**

5. Click Apply to All.

**To view the transitions:**

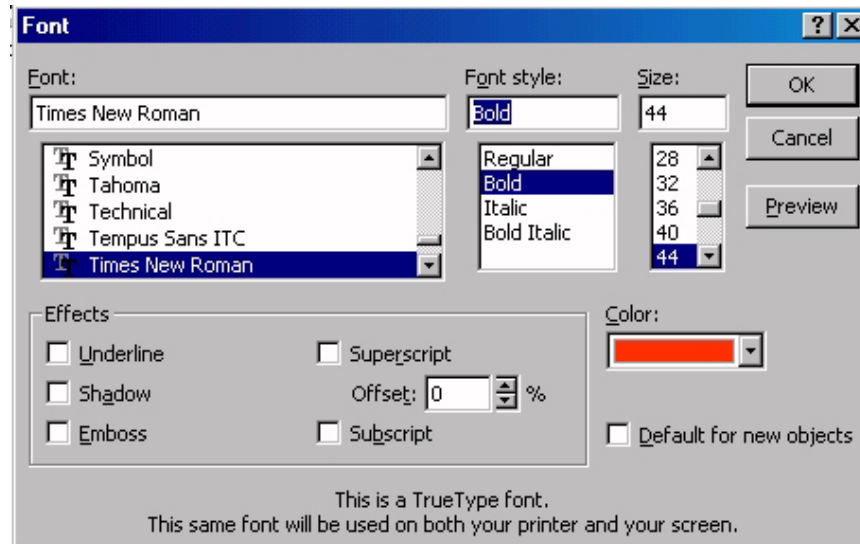
6. Click Slide Show, then
7. Click on View Show



## PowerPoint - Changing the look

### Font and colour of text

1. Select the text you wish to change.
2. On Format on the menu bar click Font to change the font, font size, font style and colour. It will change just the text selected.



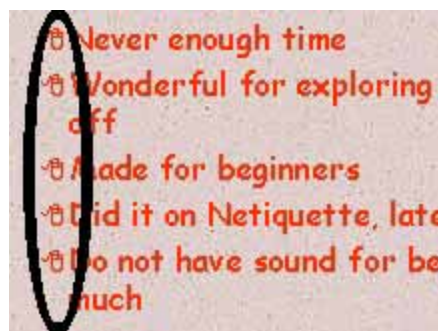
### Bullets

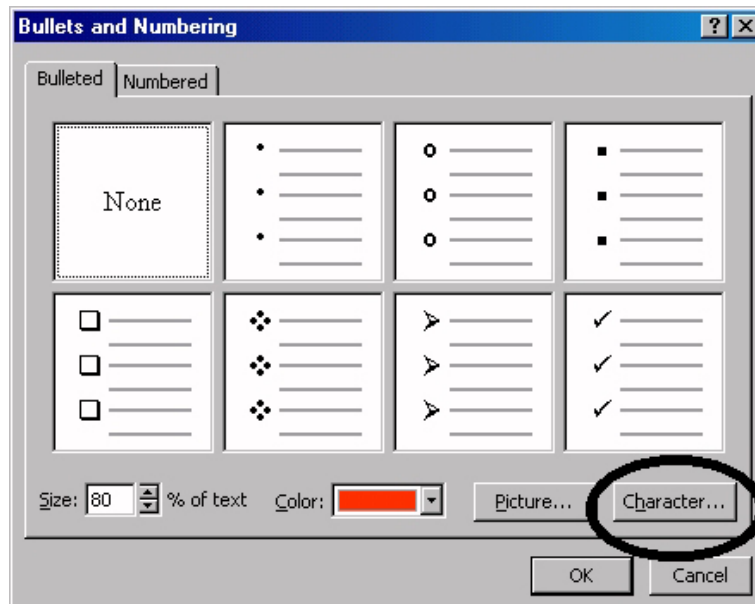
To change the bullets select the required text

Click on the **Format menu**

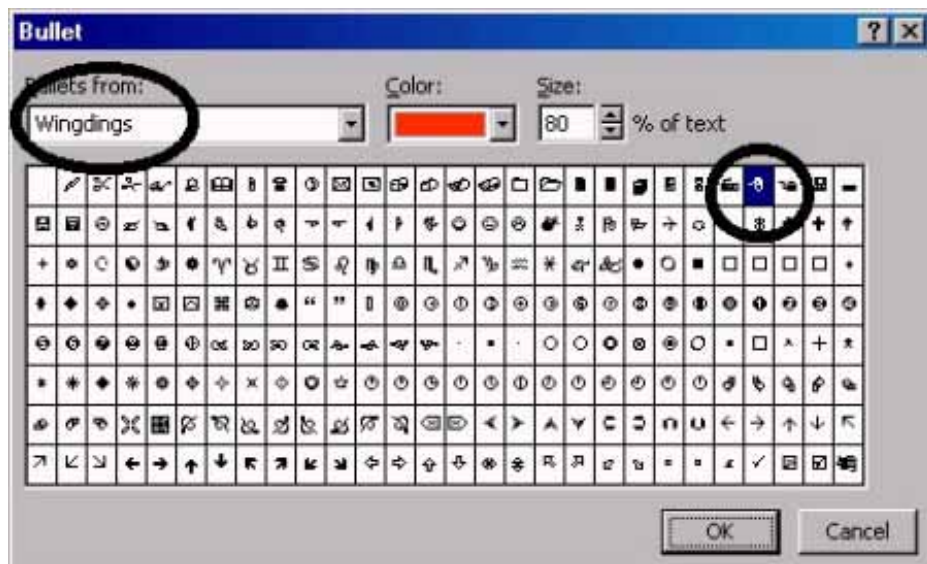
Click on **Bullets and Numbering.**

Click on the **Character button.**





Select a Wingding or Webding character in your font list (circled below) to enhance the meaning of the content of the presentation.



## Colours and Lines

To alter the colour and fills of objects:

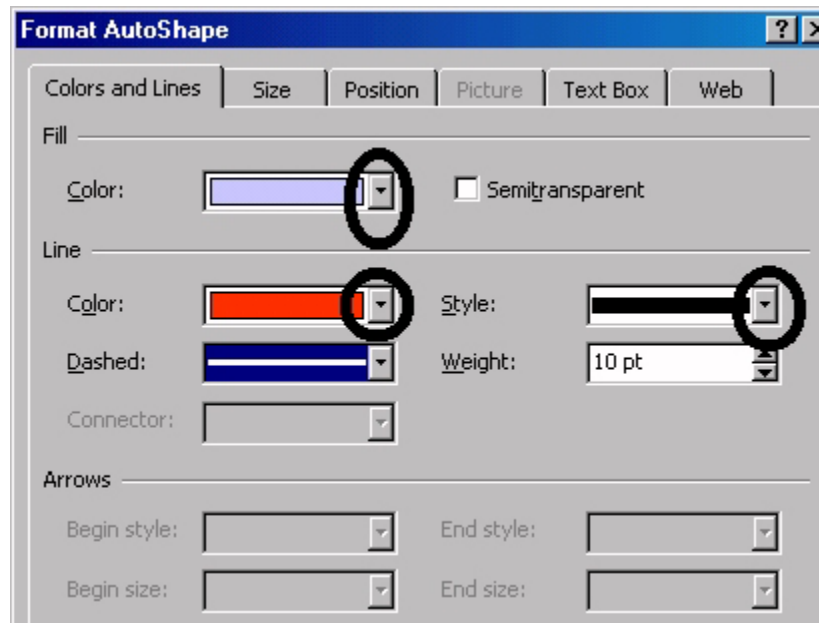
Select the object you wish to change.



Click on **Format** menu.

Click on **Colors and Lines**.

Click on the little arrows as indicated and alter as required.



### ***Creating your own template***

To change the colours and fonts on *all* the slides:

Click on **View**

Click on **Master**

Click on **Slide Master**

Alterations made will change all slides in the presentation.

To insert a school badge (logo) or graphic on all slides, insert and position it on the Master slide.





## PowerPoint - adding graphics

Educators often build up a collection of subject specific graphics saved in a special file. They may be found on a floppy disk in the A drive, in a folder on the C drive or on a CD-ROM disk in the D drive.

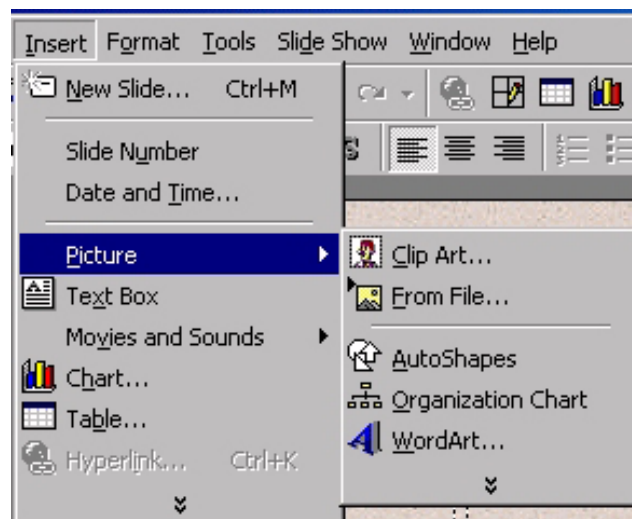
### To insert graphics from a file

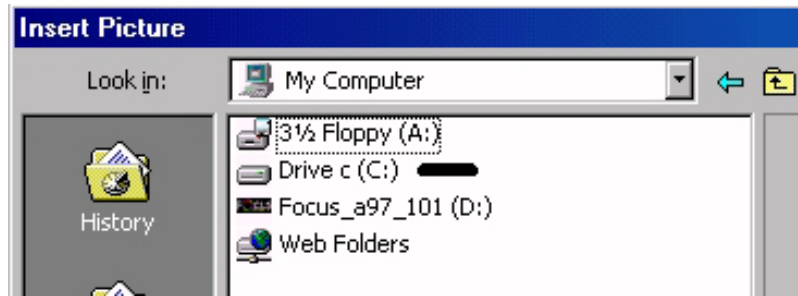
Click on **Insert** from the menu bar,

Click on **Picture** and then

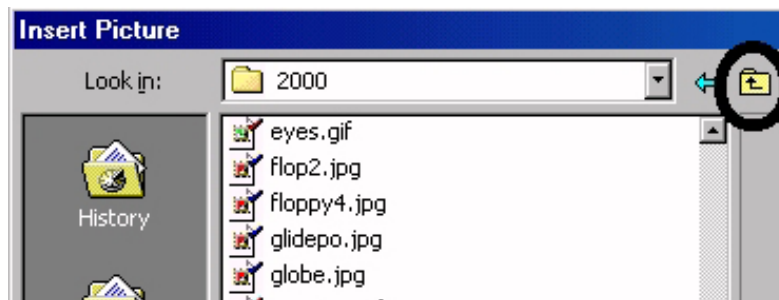
Click on **From File**.

Scroll up until you find the required drive, in this case the C drive.

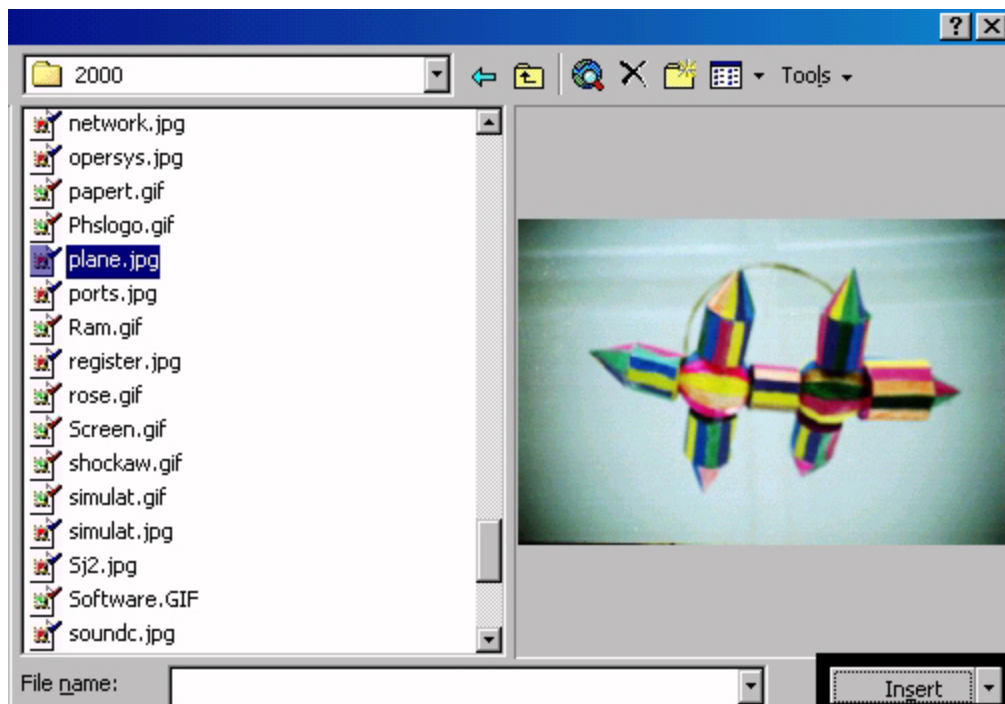




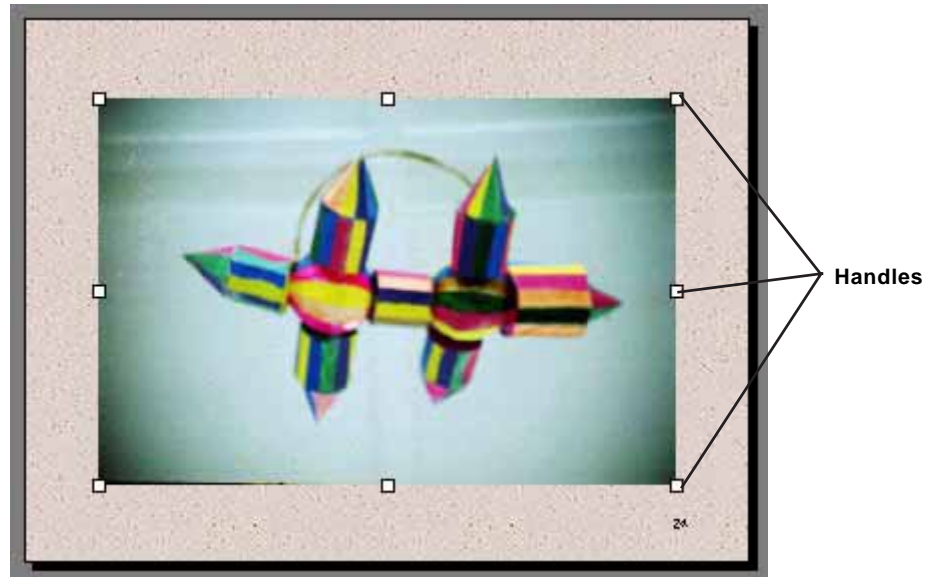
In the selected drive, explore until you find the required folder.



Scroll up or down until you find the required file.



Click on **Insert**.



The picture is inserted into the presentation. The handles are ready for resizing.

### To insert clipart

Click on **Insert** on the menu bar,

Click on **Picture** and then

Click on **Clipart**.

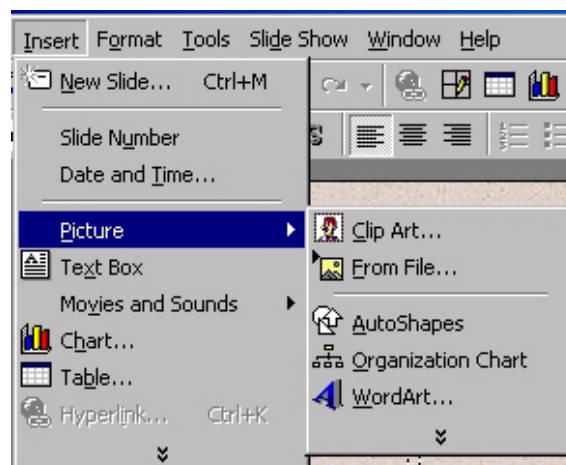


### To insert WordArt or AutoShapes

Click on **Insert** from the menu bar

Click on **Picture**

Click on **WordArt** or **AutoShapes**.



## ***Moving***

To move an object such as a box or graphic, select it, hold the cursor down and pull the object to the position required.



## **PowerPoint - Adding animations and videos**

This is a simplified tip sheet giving basic assistance in PowerPoint. PowerPoint Help has assistance in advanced detail.

**Animation** in PowerPoint means to add a special visual or sound effect to text or an object. For example, you can have your text bullet points fly in from the left, one word at a time, or hear the sound of applause when a picture is uncovered. You can animate any number of objects on a slide, and you can even animate elements of a chart.

**Videos** (movies) can be added to PowerPoint presentations.

An **animated GIF** is a file that contains a series of GIF images that are displayed in rapid sequence to produce an animated effect.

### **To animate text and objects**

Click on **View**, then

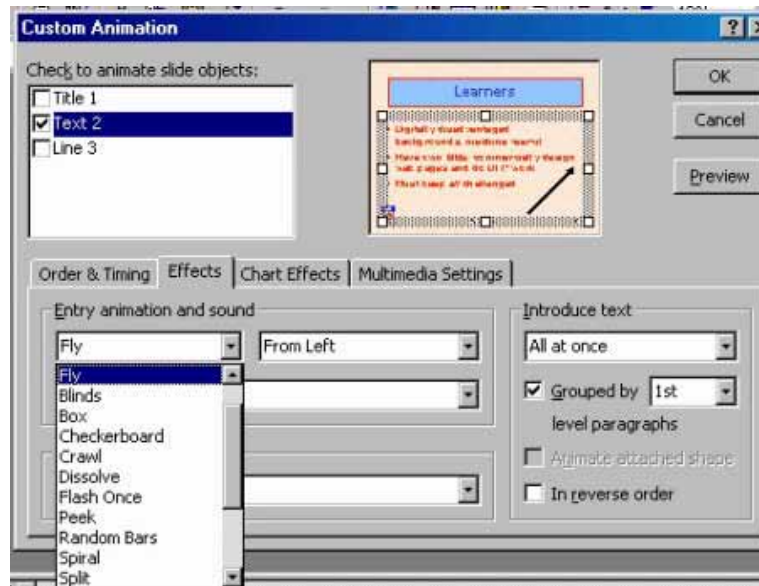
Click on **Normal**

and display the slide that has the text or objects you want to animate.

On the **Slide Show** menu bar

Click **Custom Animation**, and then

Click the **Effects** tab.



Under **Check to animate slide objects**, select the check box next to the text or object you want to animate.

In the illustrated example the text will be animated, and will **Fly** in **From left**.

Repeat for every object you want to animate.

### To change the order of animation

Click the **Order & Timing** tab.

Under **Animation order** select the object you want to change, and then click one of the arrows to move the object up or down in the list.

### To view the animation

Click **Slide Show**, then

Click on **View Show**

### To insert a video (movie) to a slide

Display the slide you want to add the video to.

Click on the **Insert** menu

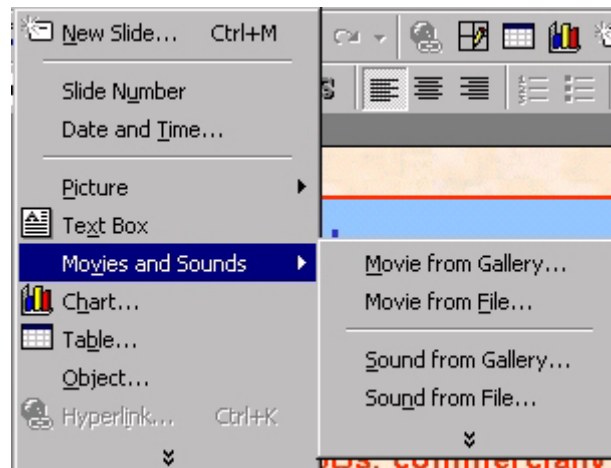
Click on **Movies and Sounds**.

### Do one of the following

To insert a video from the **Clip Gallery**, click **Movie from Gallery**, and then locate and insert the video you want.

To insert a video from another location, click **Movie from File**, locate the folder that contains the video, and then double-click the video you want.

Position the video clip on the slide.



To view click **Slide Show**, then **View Show**:

### To insert an animated GIF picture on a slide

Display the slide you want to add the animated GIF picture to.

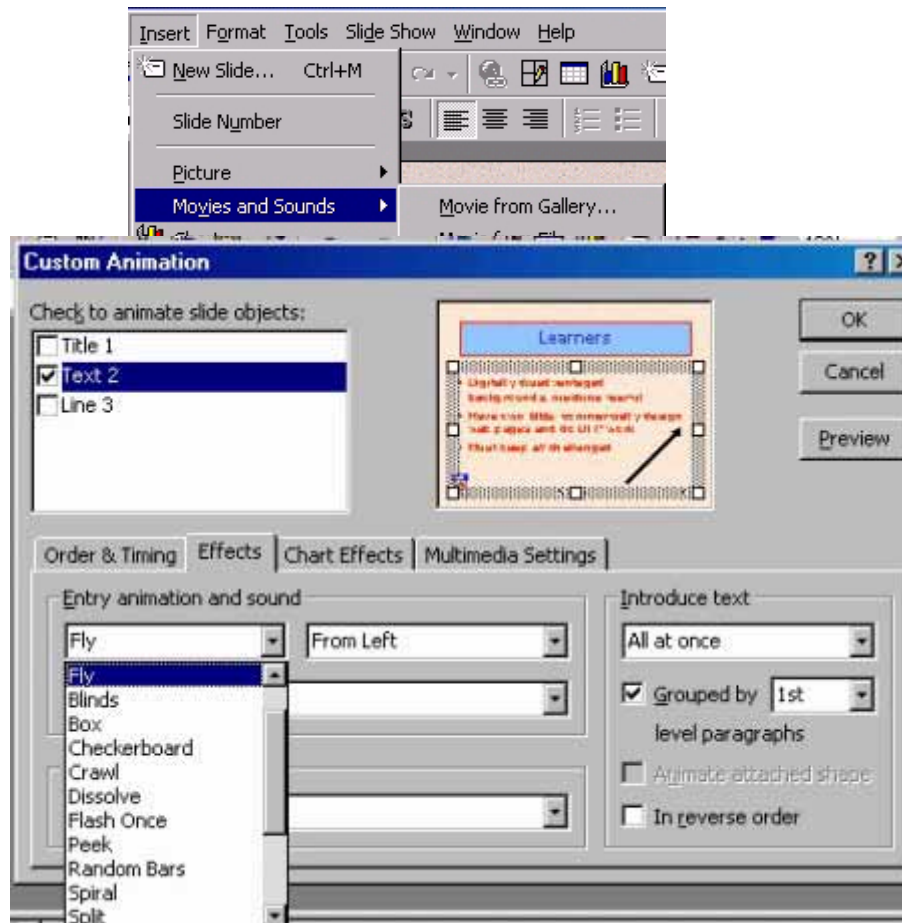
Do one of the following:

To insert an animated GIF picture from the **Clip Gallery**, click **Insert Clip Art** on the **Drawing** toolbar and then click the **Motion Clips** tab.

To insert an animated GIF picture from a file, on the **Insert** menu, point to **Picture**, and then click **From File**. To view the animated GIF picture, click **Slide Show**, then **View Show**

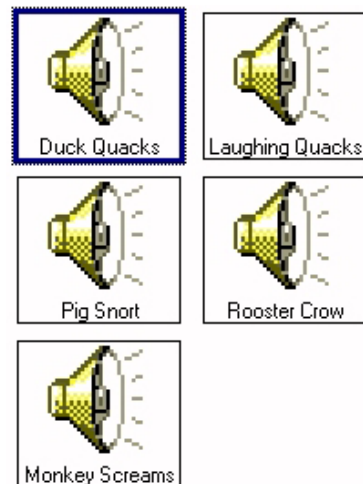
## PowerPoint - Adding sound To insert music or sound on a slide

Display the slide you want to add music or sound to. On the **Insert** menu, point to **Movies and Sounds**.



Do one of the following:

- To insert a sound from the Clip Gallery, click **Sound from Gallery**, and then locate and insert the sound you want.
- To insert a sound from another location, click **Sound from File**, locate the folder that contains the sound, and then double-click the sound you want.
- A sound icon appears on the slide. Follow the instructions to make the sound heard when you require it. To view-hear click **Slide Show**, then **View Show**.



## To Add Sound to an Object on a slide

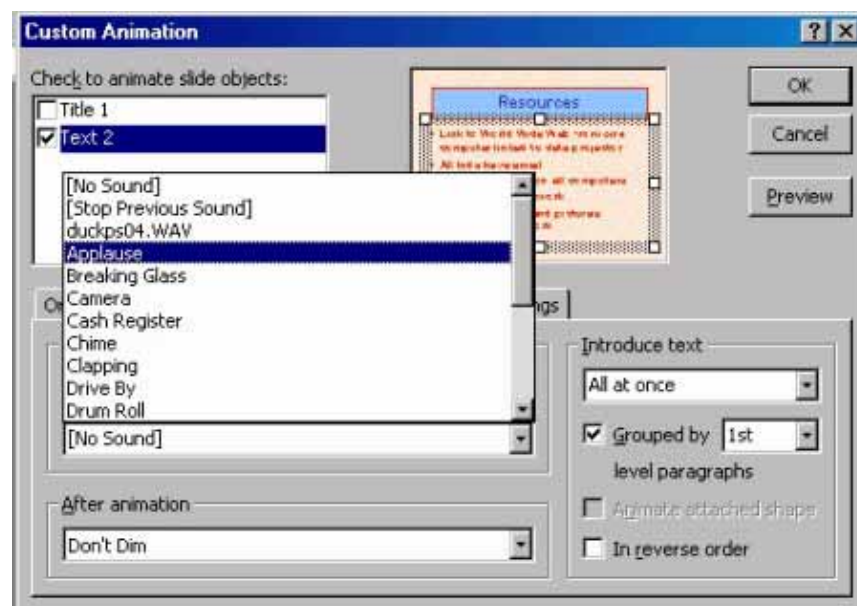
On the **Slide Show** menu bar

Click **Custom Animation**, and then

Click the **Effects** tab

Click on the down arrow ▼ to the right of [No Sound]

Sound, such as **Applause**, can be added to the animation. Be aware that such sounds can become an irritant to the viewer if not well chosen, and in creating a presentation learners can spend too much time focussing on sound effects and neglect to focus on the content of the presentation.



## PowerPoint - Viewing the presentation on paper

### Viewing your presentation on paper

Options are available before you print

Click in the File menu

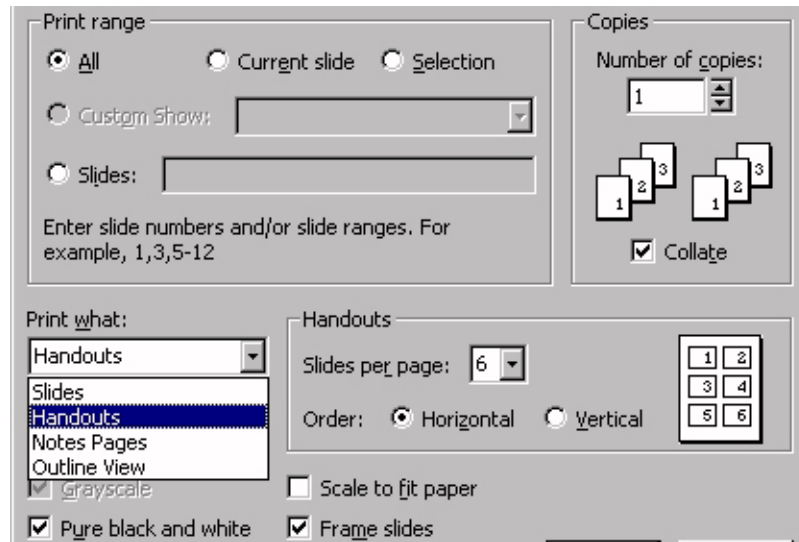
Click on Print

Individual **Slides** can be printed as transparencies. Be careful not to have a coloured background as on a transparency as it can detract from the main focus.

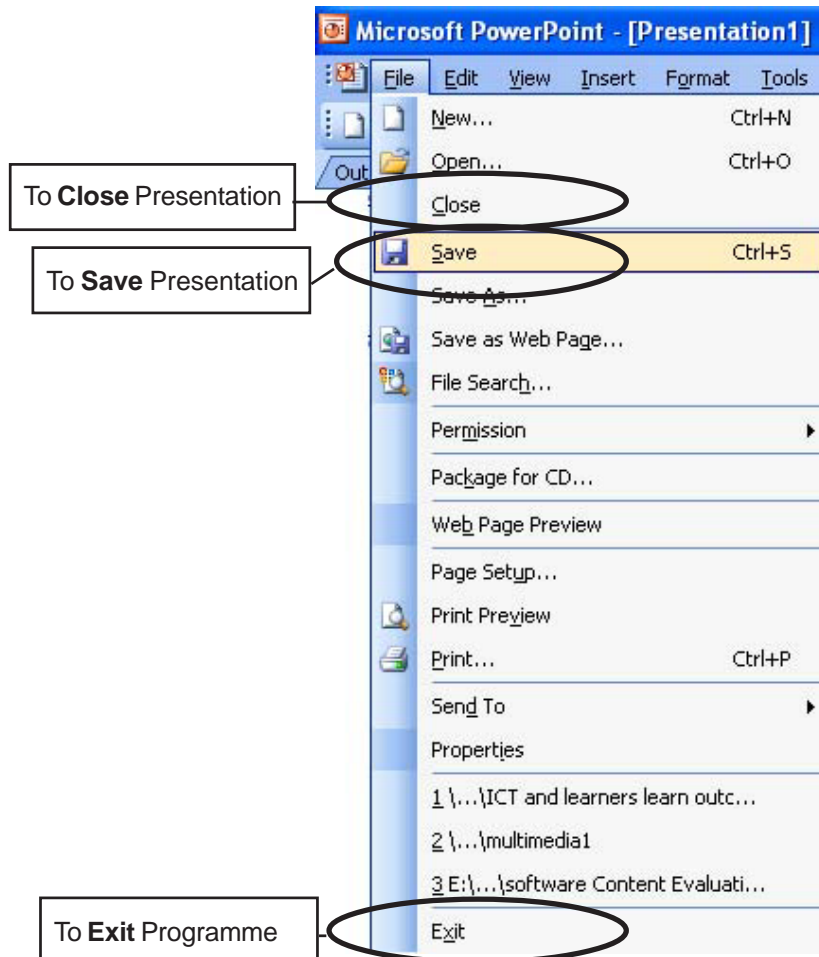
**Handouts** can be printed for the audience, usually 6 per slide, suggested in **Pure black and white**, with **Frame slides**.

**Notes Pages** are printed for the presenter with their own notes, written for each slide in **Normal View**.

**Outline View** can be printed just showing the text version of the presentation, usually for the presenter.



**Save, Close presentation and Exit the programme**



## Open Office Impress - Creating a multiple slide presentation

Open a presentation

Opening the program from the start menu

Once Impress opens, there will now be a window called AutoPilot Presentation. You will progress through 3 windows to begin your presentation.

### Create multiple slide presentation

The *Open existing presentation* option will allow you to navigate to a presentation that is already created, while the *From template* option allows you to choose from existing templates. There are two types of templates:

- Introducing a New Product
- Recommendation of a Strategy

These templates choices contain seven different types of slide designs that help you organize information. Once you select a style type, you will be presented with two color schemes. The *Auto Pilot* will also ask general questions, such as company name in order to auto fill some fields in the AutoPilot Presentation window.

1. If you do not want to use a template, select Empty presentation.
2. Click Next.



3. On the following window, select Next.

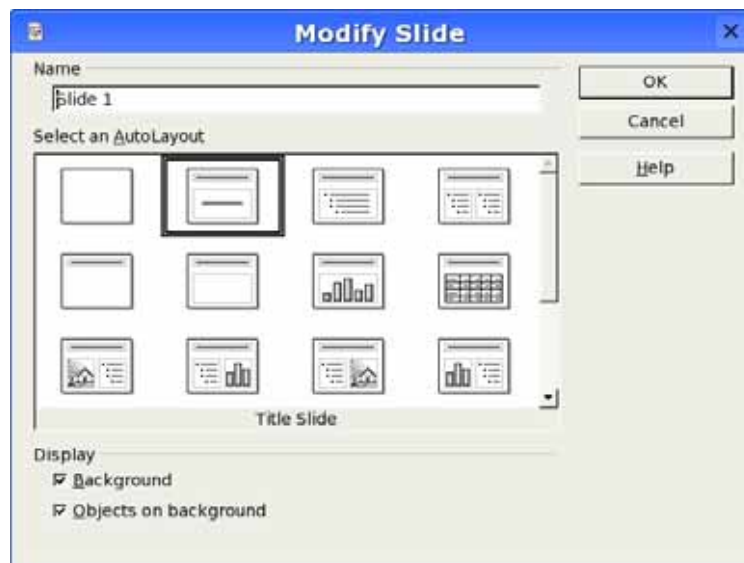


4. Click on Create.



## Selecting a Template

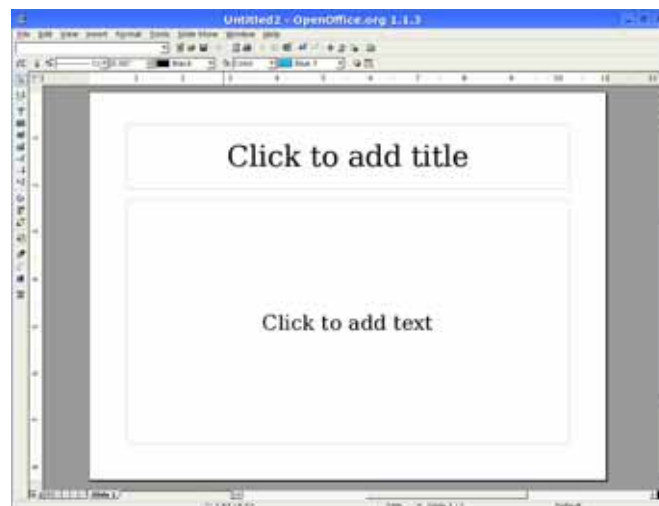
Now the “Modify Slide” window will appear. There are 20 templates to choose from. Just click on the template you want to use.



## Creating Slides

### Inserting Text

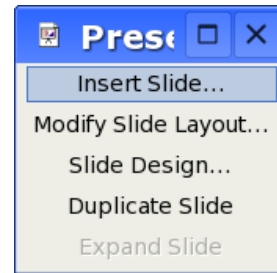
Inserting text is very simple. Just follow the directions – wherever it says ‘Click to add \_\_\_\_\_’, click and type in your text.



## Adding slides

On your screen, there should be a small box (usually in the bottom right corner) which is called the 'Presentation box'. It lists 4 options:

- Insert Slide
- Modify Slide Layout
- Slide Design
- Duplicate Slide



To add new slides to your presentation, click on Insert Slide. The Modify Slide window will appear again for you to choose which template you want to use.

## Formatting slides

### *Formatting the Background*



1. Go to the Format menu at the top of the screen and click Area. Here you can apply colour or designs to the background of your presentations. This pop-up window will appear:



2. Click on the different circles to see various options. For instance, these are the Colour option – use the scrollbar to see all available colors. Explore Bitmap as well for other Area options.
3. To apply a colour or texture to your slides, you must click on part of your slide, for instance the box for inserting title, then go to Insert > Area.

## Duplicating slides

Click on the 'duplicate slide' in the 'presentation box'.

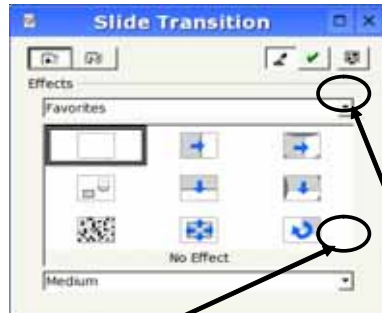
## Slide show effects

You can add various animated effects to your slides. These can be applied to either transitioning between slides or to your text.

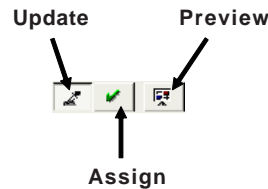
## Slide transition

Slide transitions are the way that one slide moves to another.

1. Go to the Slide Show menu at the top of Impress and select Slide Transition. This window will come up:



Click here to change the slide transition speed: Slow, Medium or Fast



Click here for dropdown menu listing all effect categories. Once you select a category, various options will appear in the large box below.



2. Choose an effect from the dropdown menu.
3. Click on effects (the name for each will be shown underneath options)
4. You can preview by clicking on the Preview icon on the upper left of the window
5. You can apply an effect by clicking on 'check' or 'tick' icon, Assign (next to Preview icon).
6. You can change the speed of the slide transition effect by choosing between slow, medium and fast with bottom dropdown menu.

## Animation effects

Animation effects are for text, altering the way that the text appears on slide.

1. Go to the Slide Show menu and select Animation Effects.

## The Slide Master

The Slide Master is a special slide that controls certain text characteristics – such as font type, size and colour – called “master text,” as well as background colour and certain special effects, such as shadowing and bullet style.

When you want to make a global change to the look of your slides, you do not have to change each slide individually. Just make the change once on the Slide Master, and Impress automatically updates the existing slides and applies the changes to any new slides you add.

### **Formatting the Slide Master**

Go to the View menu at the top of Impress, select Master (towards the bottom of the drop-down menu) and then click on Title.

### **Viewing slides in different modes:**

There are several ways to view your presentation, listed on the right side of the Impress window.

- Drawing view
- Outline view
- Notes view
- Handout view
- Start Slide Show (can also go to Slide Show menu at top and select Slide Show)

### **Save And Close Your Presentation**

Click File > Save As. In the “Save in “ pull-down menu box, click My Documents (if it is not already selected). In the “Save as” type: pull-down menu box, click OpenDocument Presentation (.odp) (if it is not already selected).

In the File name: box, type My Slide Show

Click Save.

Click File > Close.

Click File > Exit.

## Deliver an ICT presentation

There are many creative ways in which you can use an ICT presentation in your lessons. Presentations tools are very powerful tools, not only for educators, but also for learners to create projects on a specific topic and do a presentation in class.

Many of the principles for giving a good ICT presentation in a lesson are the same as for any good presentation without ICTs, but there are some extra issues when using the technology at the same time as presenting.

### Integrate in to lesson

During the planning process of integrating the ICT presentation into your lesson, you need to:

### Create your unit plan

- Decide if the presentation tool will be used by you or the learners. This will be determined by the lesson objectives and activities you choose.
- If you are using the presentation application, create a story board to guide your presentation. You can do this by drawing rough sketches on paper or using a word processing application. You can later enhance the presentation with graphics, animations or photos etc. Your story board should consist of:
  - An opening slide with your title and your name
  - What subject and grade level (if appropriate) your unit will target
  - Your curriculum questions
  - Your learning objectives.

### Create an outline of the content

Collect resource material for your presentation, such as pictures, graphs video clips, etc.



If your learners are using the presentation application, make sure you work in time for learners to create the presentation and also to practise, before presenting to the whole group or class.

### Apply presentation principles

An ICT presentation should only be shown on a large computer screen to a small audience, or with a data projector and large screen to a large audience.

How are some tips for presenting with an ICT presentation application:

Before delivering your presentation:

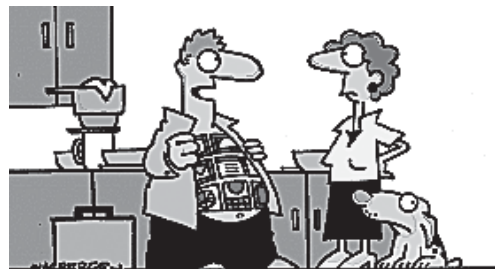
- first note down the aim of the presentation
- then list the contents of the talk
- create a presentation to enhance the meaning of that content. Do not use the presentation application if you do not need to, or if your talk could not be enhanced by using it.
- limit the presentation to approximately 12 slides and limit the content on each slide (if there is too much to read on the slides, the learners will not be listening to you)
- create speaker notes for yourself
- practise giving the talk using the speaker notes and synchronising the talk with the mouse control
- know the content so that you can talk *about* the key words/illustrations on the screen while *looking* at the audience
- check the size of the font (text), with regard to the size of the venue
- prepare handouts for the audience, if required
- check that the sound, if used, works on the equipment to be used
- check the lighting to be used in the venue, and how the screen can be seen

**During the presentation:**

- Look at the audience and *share* the content of the presentation *with* them.
- Avoid reading from the computer or projection screen. The aim is to have key points or graphics that you explain or expand on while the learners look at both you and your slides. If you are not looking at the learners they will lose interest very quickly.
- Stand to the side of the projector so you do not block the projection screen.

## Evaluate use of presentation application

Reflecting on your ICT presentation can be rather difficult, because you often feel so proud of your work and would want learners and colleagues to appreciate the efforts that you put in it. This might not be the case and it is important to objectively evaluate your



presentation after the lesson. It is important to ask the following questions after your presentation:

- In what way was the multimedia presentation engaging, age appropriate or beneficial to the learner's learning?
- Did the use of the presentation enable students to work better, faster, or more in-depth?
- Did the presentation enhance the learning of the topic?
- Did the presentation help learners achieve the learning objectives?

Depending on the answers to those questions, you may need to modify:

- the use of the presentation application
- the content or breadth of your presentation
- your delivery of the presentation.

What can I do to modify and implement the presentation again?

- Modify materials/delivery strategy
- Layout

In many cases there are some changes to be made and it is important that you focus on the following:

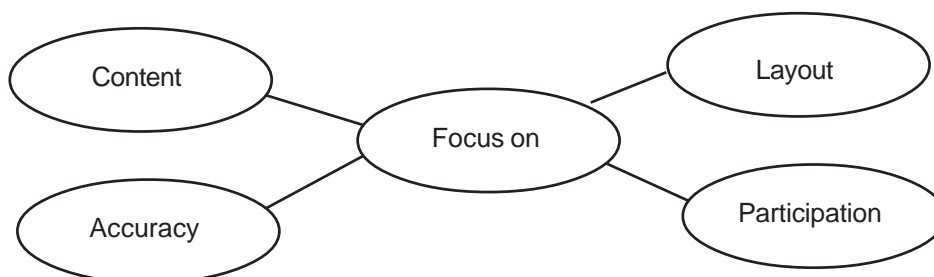


Figure 6: What to focus on when modifying presentation material.

**Content:** Does the content supports the targeted objectives?

**Accuracy:** Are your facts correct? Make sure there are no spelling or grammar mistakes and that you have accurate, complete, useful, current and meaningful information.

**Design layout and use of multimedia:** Is the layout and slide order logical? Do you have attractive multimedia elements, text, colour and background of slides?

Lists and tables and links (if they are used).

**Participation:** Does the slides draw out active participation from the learner?



## CHECK YOUR PROGRESS 2

### CREATE AND USE ICT PRESENTATION APPLICATIONS

1. What is an ICT presentation application?

---

---

---

2. Name two popular presentation software applications for educators in Namibia

---

---

---

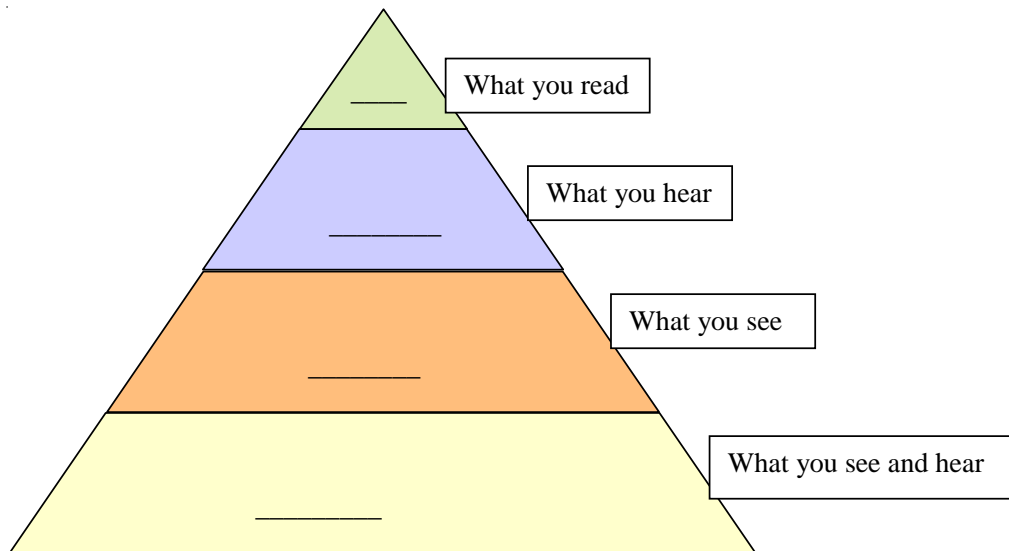
3. Tick the appropriate reasons for using ICT presentation applications with learners:

- You can easily demonstrate processes
- You can easily give instructions
- It allows you to see 70% of graphics
- You can engage learners
- You can encourage learner attention by using graphics as well as text
- It allows you to put in effects that learners can visualise
- It allows you to create situations to model
- It allows you to make models



## CHECK YOUR PROGRESS 2

4. People tend to remember:



5. TRUE/FALSE statements

- a. Open Office Impress and MS PowerPoint are a wordprocessing applications  True  False
- b. The basic unit of a presentation application is a slide  
 True  False
- c. You can open a presentation application from an icon on the desktop.  
 True  False
- d. An outline is a summary of thoughts presented as headings and subheadings  True  False
- e. Graphic objects such as pictures, graphs and tables are displayed in the outline view.  
 True  False
- f. Clip art provides a quick way to add professional –looking graphic images to your presentation without creating the images yourself.  
 True  False
- g. You cannot print out your slides from a presentation application  
 True  False



## CHECK YOUR PROGRESS 2

6. Fill in the ways to do the following actions in the presentation application that you have available to you:

	Open Office Impress	Microsoft PowerPoint
Open a presentation		
Create multiple slides		
View slides in different modes		
Save, close and exit		

7. List the procedures for delivering an ICT presentation:

---



---



---



---



---



---



## PRACTICAL ACTIVITY 2

### CREATE AND USE ICT PRESENTATION APPLICATIONS

1. Create an ICT presentation to use in one of your classes. Experiment with all the features explained in this section.
2. Deliver your presentation to colleagues before giving it to your class.
3. Design a lesson plan, showing how you would integrate your ICT presentation.
4. Design and deliver a lesson in which you allow learners to create and give presentations using the ICT presentation application that you have available.

## Summary

Well done! You have completed Section 2 on *Create and use ICT presentation applications*.

You should now be confident that you know what the term ICT presentation means and be able to name at least two popular applications used by educators in Namibia. You should also be able to explain the reasons for using ICT presentation applications with your learners. You should be able to create a multiple slide ICT presentation and also be able to deliver the presentation to colleagues and learners.

If you feel confident that you have achieved all the above, you can move on to the next session where you will learn how to identify and access educational software.

If you are unsure of any part, go back and revise or ask your instructor or supervisor for assistance.